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ABSTRACT

This handbook presents ideas for developing nonsexist early childhood education programs for young children. The book is organized into six sections. Section I presents some background information, including definitions of terms, discussions of current attitudes towards and implications of nonsexist education, traditional and nontraditional roles of men and women, and a summary of current issues facing nonsexist education. Section II describes the effects of socialization practices and education on children's sex role development. Section III discusses the goals of the programs, the assessment of current needs and planning for changes in educational practices. Section IV describes specific goals and recommended actions for freeing children from sex stereotyping in the schools. Section V presents ideas for learning activities with specific nonsexist objectives. Section VI describes ways in which parents and the community can become involved in nonsexist educational goals. The report also includes an annotated bibliography of resources related to nonsexist education which are available to parents and teachers. (ED)

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FREEDOM OF REACH FOR YOUNG CHILDREN: NONSEXIST EARLY CHILDHOOD EDUCATION

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FOREWORD

Teachers of young children everywhere — your understanding, skill, and leadership are necessary in forwarding nonsexist early childhood education. Far from being another fad, this collective effort is a way to change equal educational opportunity from our dream to a reality for young girls and boys.

As your colleagues, we are struggling to promote better policies, practices, and programs to help meet the total needs of learners. That is why we are urging you to join us in helping to stop sex discrimination and sex-role stereotyping in our schools, our programs, and our society. We ask you to share with us in extending knowledge, attitudes, values, and skills for nonsexist early childhood education. We believe this addition is critical to more effective early childhood education programs.

Any real and lasting change to free girls and boys from the negative self-concepts of sexism depends on teachers. The "more than 1 million children in licensed care centers and homes, 3.184 million in nursery schools, and 17.365 million in kindergarten through grade three" are more than statistical estimates. They are our present responsibilities and the Nation's future. Teachers reach them on a daily basis, and that makes a big difference in small lives when it counts the most.

Let us now offer our children the nonsexist options that many of us never had for living fuller lives in our changing world. Sexism puts boys and girls in their place according to other people's judgments — turning their fates in predetermined directions. Nonsexist education offers these youngsters freedom of choice — it helps give them control of their own destinies. It also adds two more R's to the basic skills — human rights and responsibilities. Early childhood is the time when all people can be created equal. Nonsexist early childhood education can provide learners with the foundations of logic and clarity of identity to develop that equality.

This manual presents nonsexist education as a process of change from sex-biased to sex-fair teaching-learning experiences for children and parents. The specifics include concepts, facts, feelings, and ideas for how to change as well as detailed plans for teaching-learning activities with children. It is organized in five sections, moving from facts, information, and concepts to activities involving teachers, learners, and parents.

PREFACE

This handbook was developed under contract 300-75-0256 between the Resource Center on Sex Roles in Education and the Women's Program Staff, Office of Education, U.S. Department of Health, Education, and Welfare.

Title IX requires the elimination of sex discrimination in educational policies, programs, and practices. The provision of nonsexist education is a major step forward in actualizing the intent of Title IX. This manual will focus on concepts, strategies, and activities for assisting early childhood education teachers to implement nonsexist early childhood education. It is intended for use with children from preschool through the early elementary years.

The Resource Center is indebted to Tish Henslee of the Early Childhood Education program at the University of Arkansas at Little Rock and Peg Jones of the National Foundation for the Improvement of Education/National Education Association in Washington, D.C. This delineation and application of the principles of nonsexist education at the early childhood education level is continuing documentation of their leadership in this area.

The authors wish to express appreciation to James Becker and Shirley McCune who helped to make the publication possible. They also wish to extend special thanks to Betty Tucker, Gwen Morgan, and Janice Hill who are graduate students in early childhood education at the University of Arkansas at Little Rock. Their search of the literature for knowledge, facts, and ideas was extremely helpful to the project. Robert Bradley, Carol Snelson, and Donna Richardson — faculty members at the University of Arkansas at Little Rock — provided useful suggestions and ideas. Faye Ford of the National Education Association provided editorial advice and suggestions.

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**SECTION I: QUESTIONS AND ANSWERS ABOUT
NONSEXIST EARLY CHILDHOOD EDUCATION**

KEY TERMS: SEXISM, SEX DISCRIMINATION, SEX-ROLE STEREOTYPING, AND SOCIALIZATION — WHAT DO THEY MEAN?

Certain key terms are often discussed in relation to the main ideas within the concept of nonsexist education. Although you may be familiar with them, you may find definitions helpful for these terms as used throughout this manual.

Each of these terms defined below represents some basic conditions which must be changed to achieve nonsexist education.¹ As you read, please keep in mind the principles and philosophies of optimum individual development in early childhood education. We cannot ignore what happens to block the physical, social, intellectual, and emotional growth of individual children when they are presented with differing expectations and tasks based on sex.

Sexism is the collection of attitudes, beliefs and behaviors which result from the assumption that one sex is superior to another. ("Boys — you are born to be winners. You've got to practice, stay tough, and hang in there! Keeping trying, girls.")

Sex discrimination is one major form of denying opportunity, privilege, role, or reward on the basis of sex. ("Well, Andrea, of course you will want to take home economics when you are older because that is what girls should do. Tyrone, you have no business even thinking about taking cooking. You will find out that cooking classes are for girls only.")

Sex-role stereotyping is the biased judgment of appropriate behavior according to gender alone. It is based upon the assumption that all females share common abilities, interests, values, and roles, while all males share a separate set of such characteristics — with the similarities within each sex and the disparities between them stemming solely from gender. ("Girls, the nurses' kits are here for you in your play corner. Boys, go play with the trucks and tricycles over in your play corner.")

Socialization is the process which prepares children and adults to occupy various economic, social, physical, political, or psychological roles. Schools and families achieve this result with children by providing models and experiences which transmit knowledge, attitudes, and skills considered necessary in our society. ("Boys, it will be your job to see that you earn the money to support your wives. Girls, it will be your job to cook and sew.")

Yes, we give and get the messages which sort people on the basis of sex. In some cases the damage is obvious and against existing laws. In other cases the hurt lies in what is implied or left unsaid. In any case, no-option, sex-stereotyped prescriptions are limiting to the individual. The sex-role stereotyping behavior which is conscious is relatively easy to confront. Other examples of sex-role stereotyping are more difficult to detect and more dangerous because they result from implicit assumptions which are so much a part of us that we are not even aware of their impact and meaning. The exact content of sex-role stereotyping processes may vary, depending upon the values and attitudes of our particular culture, race, ethnic group, or social class. What is important to remember is that most of us in our society have been taught differing expectations and life scripts which are based on sex-role expectations.

TRADITIONAL AND NONTRADITIONAL ROLES: NONSEXIST EDUCATION — WHAT ABOUT PEOPLE'S CONCERNS REGARDING TRADITION?

The goals of nonsexist education are not to destroy tradition, but to increase individual options for expanded futures. Many people have already accepted startling changes in traditional sex roles as a result of the social changes which accompanied scientific and technological advances. It is doubtful that anyone realized at the turn of the century how growth in industry, medicine, transportation, and the media would transform the roles of women and men in both their personal and social roles. Today, rapid changes in the present and future are among the facts of life affecting all of us. Consider some of the following conditions as they relate to the needs of our young children and the changing roles of men and women.

- Women are working in ever increasing numbers. More than 14 million married or single women, with 27.6 million children under the age of 18, were in the labor force in 1975. Two out of every five children have working mothers.²
- Since 1970, the number of children under 6 with mothers who work outside the home has grown 17 percent — from 5,590 million to 6,539 million. This trend also applies to children under 3.³
- Working mothers of children under 3 are entering the labor market in increasing numbers. In 1974, 31 percent of married women, and 46 percent of unmarried women, with children under 3 were in the work force.⁴
- Growing numbers of families are headed by a single parent. One out of every six of America's 66 million children under 18 years of age now live with one parent. Over 9 million, or 15 percent, of these children now live with a single mother.⁵
- The median income of working women who headed families was \$6,575 in 1975. These women must work, and their earnings reflect their lack of opportunities in the labor market. Women working full time earn an average of 60 percent of the wages of men working full time.⁶
- Minority children are more likely to be living in families headed by women. These women often experience the double bonds of sex and race discrimination. They have the highest rates of unemployment of any adult group in our population.⁷

These are the conditions which children and adults of today are experiencing. Many of our critics are asking that education at all levels close the gap between the ideals we teach and the realities which men, women, and children must face. Passing on the best of our cultural values and traditions is still an important part of knowledge. But recognizing inequities and preparing people for the facts of living and working in today's changing world are also vital challenges to educators.

IMPLICATIONS: NONSEXIST EDUCATION — DOES IT REALLY MATTER?

Nonsexist education is a positive approach to teachings and learnings which can increase opportunities, roles, and rewards for young children and their families. It is an affirmative response to social and educational issues which have far-reaching implications for all of us. Consider some major implications:

LEGAL IMPLICATIONS.—Title IX of the Education Amendments of 1972, with its specific requirements presented in detail in the July 1975 regulation, is the law of the land. Sex discrimination is illegal in those areas of Federally supported programs and policies included in the Title IX regulations. Nonsexist education moves beyond compliance with the law to a more comprehensive treatment of additional aspects of the educational program where sex-role stereotyping might occur.

PROFESSIONAL IMPLICATIONS.—Teachers in early childhood education are looked to as the leaders in providing for the full development of the child. Anything which prevents children from realizing their full human potential blocks our progress toward the goals of early childhood development and education programs.

SOCIAL IMPLICATIONS.—As advocates for children and their families, we are expected to lead the action toward equal educational opportunity and a better society for all. We must be willing to examine ourselves, our values, our attitudes, and our skills for ways to eliminate sexism and stereotyping. As role models in our communities, we have the responsibility to develop the knowledge and willingness to effect the necessary changes—personally and socially.

POLITICAL IMPLICATIONS.—In our society, leaders and followers must be representative of all the people — male and female. Our roles in helping all children, both males and females, to acquire the motivation, aspirations, and skills for fully informed citizenship and leadership are basic to our democracy.

ECONOMIC IMPLICATIONS.—As women continue to enter the labor market, it is critical that they be equipped for access to the widest variety of possible jobs. Role models of women in nontraditional professional and technical areas must be added to the role models of clerk, waitress, mother, secretary, and teacher. Males need nontraditional models and choices in such areas as the arts, music, drama, nursing, secretarial services, and child care.

PSYCHOLOGICAL IMPLICATIONS.—Our children need to see and feel our wholehearted support of them even if their inclinations lead them in nontraditional directions. We are the source of their positive self-concepts, attitudes, motivations, and opportunities to perform behaviors which are nontraditional for their sex. Nurturing, housekeeping, budgeting, and maintaining cars and households are skills for survival and living. Jobs and careers are everyone's concerns. Our attitudes help to determine children's willingness and abilities to learn these skills.

Nonsexist education matters more than many people realize. Unless we act on the additional possibilities it offers for educational and social change, we cannot fulfill our dreams of equality for all people.

SUPPORT AND CONFLICT RESOLUTION: NONSEXIST EDUCATION — WHAT DO PEOPLE THINK AND SAY ABOUT IT?

As you approach the tasks of implementing nonsexist education, you will find that people have different reactions to the changes which it includes. This is true of most change, and in this instance the content of nonsexist programs and practices has special personal meaning for all of us. Strong support will come from many parents, other teachers, community groups, and varieties of professional personnel. Your knowledge of the importance of providing as many alternatives as possible for advancing the opportunities for positive child growth and development will also be helpful. You will be presenting new concepts and activities which can make additional contributions toward those goals.

When we introduce changes which have personal meaning for us, some confusion, misunderstanding, or myths inevitably arise concerning those changes. Nonsexist education is no exception. There are some statements of principles, however, which can be of assistance in resolving the misunderstandings which sometimes arise in discussions of nonsexist education. Some examples follow:

Misunderstanding

Nonsexist education is anti-male.

Nonsexist education is an attack to belittle housewives, clerks, nurses, secretaries, and teachers.

Nonsexist education is a plot to make sissies out of boys and tomboys out of girls.

Nonsexist education is the result of the needs and demands of white middle-class women—especially women's liberationists.

Nonsexist education is based on white middle-class values.

Conflict Resolution

Nonsexist education acknowledges the fact that human qualities are just that—they are not male or female characteristics. Non-stereotyped alternatives are important both for females and for males.

Nonsexist education affirms these occupations as deserving of greater social status, value, and compensation in keeping with the many skills necessary to fill them. It simply holds that females should not automatically be assigned these roles as their *only* alternatives. Nor should males be discouraged from entering these ranks.

Nonsexist education encourages the development of positive sexual identity both in males and in females. But roles and activities in living and working need not be assigned on the basis of these sexual identities. Reproductive roles are the only roles which are biologically determined.

Nonsexist education acknowledges the differing experiences and interests of females and males from diverse racial, ethnic, and social class groups. It means to assist all individuals in identifying their unique needs and interests in combating discrimination and stereotyping.

Nonsexist education is based on the consideration of multicultural and multiethnic experiences, concerns, diversities, values, contributions, and the strengths of both sexes.

Certainly we can clarify these misunderstandings by providing additional information which people need. As you apply your skills in increasing people's knowledge of the ways in which nonsexist education strengthens the traditional goals of early childhood education, misunderstanding and anxieties can be reduced. We can all help by reminding ourselves and others that more and better options for fuller lives for our children are what we and education are all about. These changes which help us to reach our educational goals are both our personal and professional responsibilities. In the sections which follow, additional information and activities will be presented to assist us in better fulfilling these responsibilities through nonsexist education.

SUMMARY

- Sexism, sex discrimination, sex-role stereotyping, and socialization are concepts which are basic to an understanding of nonsexist education.
- Equity for all people in our Nation cannot exist until the "sorting" of people on the basis of sex is eliminated in education and society. Nonsexist education is directed toward eliminating such sorting.
- Nonsexist education is a response to the social and educational need both to support tradition and to increase individual options for expanded futures in a changing world.
- Changes in science and technology have created social changes. These in turn have produced economic, social, and psychological changes in sex roles.
- Nonsexist education is necessary to close the gap between the expectations of traditional sex roles and today's changing sex roles as indicated by the following trends:
 - Growing numbers of women entering the labor market
 - Growing numbers of women with children from infancy through 18 years of age entering the work force
 - Increasing numbers of families being headed by a single parent, particularly women
 - Inabilities of large numbers of women, especially minority women, to obtain and hold jobs outside the lower income levels
- Nonsexist education acknowledges the need for nonstereotyped alternatives for all people. It encourages positive sexual identity in both males and females from diverse racial, ethnic, and social class groups.
- Multicultural and multiethnic diversities, interests, strengths, and contributions are included in nonsexist education.

FOOTNOTES

¹Resource Center on Sex Roles in Education, *Research and Development Toward Affirmative Education: A Collection of Reference Materials Prepared for the Council on Educational Development and Research* (Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, 1975), pp. 2-5.

²National Council of Organizations for Children and Youth, *America's Children: 1976 A Bicentennial Assessment* (Washington, D.C.: National Council of Organizations for Children and Youth, 1976), pp. 53-54.

³*Ibid.*

⁴*Ibid.*

⁵*Ibid.*, pp. 51, 59.

⁶*Ibid.*, p. 65.

⁷*Ibid.*, p. 58.

**SECTION II: SEX-ROLE DEVELOPMENT IN YOUNG CHILDREN:
SOCIALIZATION AND EDUCATION**

THE SCOPE OF THE TASK

For many years early childhood education has stressed the importance of socialization as a major goal in the education of young children. The literature is rich with references to the relationships between socialization in the home and socialization in programs for young learners. There is great concern for supporting and extending the knowledge, culture, self-concept, values, and attitudes which the individual child brings from the home to the center or school. Strong emphasis is given to parent participation in the ongoing programs for the children. All these are critical elements for inclusion in nonsexist early childhood education. What has been omitted to date is an intensive focus on the socialization process as it relates specifically to sex-role identity and development in society, the home, and educational programs.

As teachers of young children we must review what is known or unknown about a variety of factors, including socialization, which must be considered in discussing sex-role development and behaviors. Some of the basic questions which must be addressed are:

1. What do we know about physical, psychological, and intellectual sex differences in early childhood?
2. How does sex-role development begin and proceed throughout early childhood?
3. How do socialization practices in the home and educational programs affect sex-role development?

Answers to these questions provide the foundations for a more comprehensive view of the ways in which nonsexist early childhood education can increase the optimal development of children. Before presenting the evidence to respond to these questions, some limitations should be noted.

LIMITATIONS

First, our knowledge concerning sex-role identity and behaviors is only now beginning to emerge as a major focus of study. Much remains unknown. Second, that which has been learned as a result of research is open to criticism on several grounds. Studies do not include all cultural and ethnic groups; nor are there any common definitions of terms such as "aggressive" or "dependent" when they are used by different researchers to describe the behaviors of males and females. Third, summaries of information for our purposes are selective. We run the risk of omitting details which would be essential to a thorough discussion of any particular set of factors. Finally, there are always individual human and cultural differences between children which are broad and enriching, and completely within the boundaries of normal behavior. All of us work with some children who will fit the generalizations which will be discussed, but many children will not. With these cautions in mind, we present some of the major findings.

SEX DIFFERENCES: PHYSICAL, PSYCHOLOGICAL, AND INTELLECTUAL

The biological differences between the sexes, apart from the obvious reproductive functions, appear to be minimal at birth and during the early childhood years. At birth, girls are physically more mature than boys. Although girls are smaller, they are more advanced than boys in skeletal, nerve, and muscle development. Girls also have a thicker layer of fat beneath the skin than boys, which accounts for their abilities to withstand greater extremes of temperatures. Boys are heavier, and a greater proportion of their body weight is in muscle tissue. Males are born with more abnormalities than females, and 33 percent more males than females die during the first year of life. Girls mature with a slightly faster and smoother growth rate than boys. Contrary to popular belief, however, girls and boys do not differ greatly in strength or endurance until adolescence, when major changes in muscle development favor males. Essentially, there are no known physical differences, based on sex, of great importance during the early childhood years. The research for these conclusions is presented at length by Helen Bee.¹

In contrast to physical differences, the psychological differences between the sexes have been observed at an early age. Again, remembering the lack of common definitions, Goldberg and Lewis² found

girls to be more dependent and less exploratory than boys. The more aggressive behaviors of males are widely reported throughout the literature.³ But several other popular stereotypes are not supported by the evidence. For example, girls are not found to be more social or people oriented than boys. Both sexes are described as interested in and responsive to social situations, rewards, and the feelings of others.⁴ Nor are there, in general, any sex differences in motivation to achieve or reach social and educational goals.⁵

Achievement or intellectual differences between the sexes are not apparent until late childhood and early adolescence. Popular myths fail to be substantiated in this area as well. After 3 years of age, there are no known sex differences in language development. There is some small support for suggesting that until 3, girls may have a slight advantage.⁶ Neither can it be said that boys are more analytical than girls during the early childhood years.⁷ Only after the onset of adolescence do sex differences in abilities appear. It is then that girls seem to have greater verbal abilities, while boys excel in visual abilities and mathematics.⁸

These biological, psychological, and intellectual or achievement differences seem minimal during the early childhood years. Nevertheless, in our society we tend to socialize children in ways which serve to maximize these differences.

SEX-ROLE DEVELOPMENT

The impact of sex-role learning is evident in children by the age of 3. At this age children can correctly identify themselves as boys and girls even though they may not understand that gender is related to genitals. By age 3, youngsters know how to correctly use "boy" and "girl" labels as they apply both to themselves and other children. When the age of 4 is reached, children also use the appropriate pronouns when discussing their own gender or the gender of other adults and children.⁹ It is not surprising that a 5-year-old said to his mother, "Sesame Street is wrong. Girls can't be doctors; girls are nurses." This 5-year-old had already determined the appropriate roles both for males and for females. Most children have fixed ideas about appropriate sex-role behaviors by the time they reach our kindergartens. Their early experiences have shaped their concepts — concepts which may restrict their activities now, in the classroom, and later, in adult life. How does this process occur?

Three major theories have emerged as a result of efforts to explore the evolution of sex-role development. Freud, in his psychoanalytic theory, explains that as a consequence of the Oedipal conflict, children identify with the parent of the same sex and adopt all the behaviors, interests, and values of that same sex parent. Social learning theory as advanced by Mischel¹⁰ assumes that sex-appropriate behaviors elicit rewards for the child from the adult. As a result of this systematic reinforcement for sex-appropriate behaviors, the child learns to discriminate and perform the specific behaviors for which he/she is rewarded. Still another view is advanced by Kohlberg's cognitive development theory,¹¹ which assumes that sex identity is a concept which has a cognitive basis. As the child's cognitive development advances, so does his/her concept of sex identity. The meaning of sex identity is understood to be a permanent state only when the child is sufficiently mature at the cognitive level. When the permanent aspects of sex identity are understood, the child then acquires the attitudes, interests, and behaviors consistent with her/his sex.¹² As such theories continue to develop and be tested, it is safe to assume that socialization will play a powerful role in the development of sex-role identity.

SEX-ROLE SOCIALIZATION: THE FAMILY, THE MEDIA, AND THE SCHOOL OR CENTER

Socialization is the process which prepares children to occupy various social, economic, physical, political, and psychological roles in society. Socialization begins at birth and continues throughout life. For our purposes of discussion, we have selected three major socializing influences in the lives of children: the family, the media, and the school or the center. We chose these three influences from

among many because of their direct relevance to our roles as teachers and socializing agents in education. Together, these three forces are powerful in shaping the sex-role behaviors, values, and attitudes of all of us.

SEX-ROLE SOCIALIZATION THROUGH THE FAMILY

The socialization process begins at the moment of birth. Hospitals begin by frequently wrapping boy babies in blue and girl babies in pink. Both announcements, cigars, and candy herald "It's a girl," or "It's a boy." Even the gifts an infant receives are frequently related to sex—with girls receiving fluffy dresses and dolls, while boys receive tailored clothes, stuffed animals instead of dolls, and footballs. The assignment of clothes, behaviors, and roles has begun.

Differential handling of female and male children is also a common socialization practice. Parents often handle boys more roughly than girls, especially in play, although the female infant is the stronger of the two. Observers have noted that girls receive more prompt attention from their mothers and tend to be soothed more readily than boys.¹³ Another finding in the studies of differential handling is that females receive more verbal stimulation and physical contact from mothers than do males. As a result, by 13 months girls were observed to be more dependent and less exploratory than boys.¹⁴

Another telling feature of socialization within the family is the content of boys' and girls' rooms in the home. A survey conducted by Rheingold and Cook¹⁵ vividly demonstrates the sex-role stereotyping behaviors of some families. Toys which were provided for young girls were dolls, dollhouses, and housekeeping equipment. Boys received vehicles, art materials, sports equipment, depots, machines, and military toys. The environments for males and females were indeed different and provided different opportunities for play and development.

Many of us have experienced some of the same things which these studies have documented. As you observe the children and families around you, there will be many opportunities to note the ways in which the socialization process operates to reinforce sex-role stereotyping of children. The results of research clarifying the roles of parents in the socializing of young children are in the beginning stages and additional results will be forthcoming in the future. In the meantime there are some questions which you might raise as you continue your own observations. Do parents treat boys and girls differently? Do parents express expectations for themselves and their children which indicate to you their own sex-role stereotypes? Are their children being influenced by these stereotypes? Answers to these and many other questions regarding the socialization process in the home have great importance for the experiences which we provide in early childhood education programs. As we better understand the socialization process involving children and parents, our programs in early childhood education can strengthen the experiences which we offer for providing broadened alternatives toward a future freed from sex-role stereotyping practices.

SEX-ROLE SOCIALIZATION THROUGH THE MEDIA

Young children spend a great deal of time watching television which is certainly designed to get their attention. To assess the media's influences on sex-role development, let's analyze those commercials for a while. Note the stereotypes which children and adults see daily. Women are almost always presented buying bathroom tissues, groceries, soap powder, or cosmetics; men are more frequently pictured as aggressive and actively involved in their jobs, which represent a wide variety of occupations.

The media portray many stereotyped role models for us and our children. Hour after hour the message is dependent, passive behaviors for females, and assertive, aggressive behavior for males. Role models are being prescribed in restrictive and patronizing ways, as women make decisions about groceries and men make decisions about industry, space, and life. One recent investigation found that these messages play a significant role in children's acquiring sex-stereotyped behaviors.¹⁶

Traditional role models are also evident in the printed media we refer to as picture books. When we think of the many stories families read to their children during the day and at bedtime, we become aware that the role models presented in these books also have their effects on the child's perceptions of appropriate behaviors. Several studies have documented the stereotyped nature of the characters portrayed in books. Most recently Vukelich, McCarthy, and Nannis¹⁷ analyzed 22 favorite picture books for children and found that males as main characters were far more numerous than females. Male children were more frequently pictured as active, initiating, independent, inventive, and problem solving. Females, on the other hand, were more frequently portrayed as crying, helpless, receiving help, and playing quietly. Female adults were shown most often as nurturing, playing with children, scolding, and home-making. Adult males were the breadwinners and providers for their families. Once more, males occupied a variety of authoritative positions while females more often occupied service positions. Balance and varieties of sex-role alternatives were virtually nonexistent.

The messages received through television are often repeated and reinforced in picture books to create further stereotyped views of sex-role behaviors. Attitudes and interests are being systematically shaped by the media to restrict the perceptions and behaviors of both girls and boys.

SEX-ROLE SOCIALIZATION THROUGH EDUCATION

Teachers in early childhood education have become well skilled in responding to educational needs which sometimes appear to be in conflict. There is a long history of two sets of forces pulling at teachers in programs for young children. One demand is that traditions and cultures of the past be maintained and passed on to our children; the other demand is for changes which better meet the needs of children and their families in a dynamic society.¹⁸ It is precisely this situation which we are facing with regard to sex-role socialization. When tradition alone no longer meets the current needs of people, then additional alternatives are necessary. How do teachers and educational programs transmit traditional sex-roles and continue stereotyped role expectations for females and males? Where do we look for places to make the changes that will increase the experiences we offer to children for optimal sex-role development? Consider the following factors as responses to these questions.

1. *The physical environment of the center or the school building.*—Objects, and the ways in which they are arranged, give direct messages to children about different expectations based on sex. A doll center is in one corner of the room filled with high chairs, bottles, and strollers. A block center is in another corner of the room filled with pounding tables and lincoln logs. These arrangements reinforce sex segregation and sex-stereotyped activities; they set children on the assumption of sex-related interests and skills.

Throughout a school building there often appear additional symbols of stereotyped sex-role expectations and behaviors. A mural displayed in the hall portrays "Fun in the Fall." Boys are shown playing football, picking pumpkins, rolling in leaves, and making jack-o'-lanterns. Girls are portrayed in pretty fall clothes, cheering the boys, and baking pumpkin pies. A bulletin board display on physical fitness shows boys wrestling, playing ball, tumbling, diving, and skiing. Girls are totally excluded from this concept of physical development.

Clearly, we support the different interests and activities of girls and boys. However, such a physical environment blocks optimum sex-role development because it discourages rather than encourages children's examination and exploration of alternative sex-role behaviors.

2. *Program content or school curriculum.*—In its broad sense, curriculum content includes all the experiences which the child encounters within the teaching-learning environment of the school. For our purposes we are narrowing the focus to particular examples of instructional materials and practices of grouping children for instruction.

- a. *Children's literature and textbooks.* — As previously described, children's books fail to present a balanced representation of males and females in the wide varieties of sex roles which occur in reality. Textbooks are equally as stereotyped and prescriptive. Girls are frequently omitted, and both males and females are presented in sex-stereotyped roles. Limited portrayals of females picture them as passive and nurturant, with lives dependent upon their relationships with children and males in the home. If a female is shown working outside the home, her roles are limited to the traditional ones of teacher, nurse, secretary, or sales clerk. Male stereotypes are limited in a different way. They are pictured as competitive, achievement oriented, successful, and apparently lacking the abilities to nurture or express emotions.¹⁹
- b. *In music activities.* — One might think that limiting sex-role development through music might be difficult to achieve. Yet, look at some rhythm bands. Boys play drums and girls play triangles. Many choruses and glee clubs in elementary school are sex segregated. Even when children do sing together, a simple round can become stereotyped and limiting. "Boys, sing 'row, row, row your boat.' " "Girls, sing 'gently down the stream.' " How can learners miss these messages which sort and limit them on the basis of sex?
- c. *In social studies.* — Families and community helpers are favorite areas of study for early childhood education. Once again great care should be taken to see that wide varieties of alternatives are presented for exploration. The policeman and the mailman have become postal carriers and police officers. Family structures have changed to include the single parent, multifamily groupings, grandparents as parents, and other relatives as parents. Traditional and nontraditional family structures must be portrayed for optimal sex-role growth and development.
- d. *In physical education.* — Some new findings in research are suggesting that physical, intellectual, and social skills development are interrelated.²⁰ Healthy, strong bodies and activities to maintain them are to everyone's advantage. But we often minimize the importance of physical activities for girls. Activities to develop large and small muscles are important to both sexes. Passive cutting and coloring for the girls, while boys are tumbling and climbing the monkey bars, is denying girls and boys the opportunities for optimal development. Creative dance for girls and beam balancing for boys also limit experiences toward optimal physical development for both sexes. Sex-differentiated physical education activities increase as the grade levels increase. When competition and winning become the overriding purposes, both females and males are excluded in large numbers.
- e. *In career education.* — Many elementary schools have introduced career education from kindergarten through the 12th grade. Preschool programs impart similar kinds of information in the dress-up centers where children take on the roles of favorite adults and/or pretend what they will be when they grow up. Instructional materials, equipment, and activities should present children with a wide range of traditional and nontraditional possibilities and role models. For example, doctors' kits and nurses' kits are for boys and girls. Lunch pails and hardhats are for both sexes. The possibilities for additional nontraditional career roles and models will also be addressed in later sections.
- f. *In counseling and guidance services.* — Teachers and/or parents usually request these services for children with emotional problems. Males are often referred when they are "aggressive and a discipline problem." How many girls are referred because they are too withdrawn and passive? The interpretation of sex-appropriate behavior and the limits which will be tolerated are often differentiated on the basis of sex.

3. *The administrative and staffing structure and organization of the center or the school.*—Administrative policies, practices, and structures of programs and schools can also be sex-role stereotyped. Programs and services to students can be restricted by differing expectations based on sex. Program or curriculum guidelines recommending instructional materials, equipment, and subject matter can reinforce sex-role stereotyping.

The placement of people in staff roles within the center or school can also maintain sex-role stereotyping.—Children are keen observers and great imitators of role models which they see around them. When all of the teachers are female, and the principal is a male, a sex-role stereotype is reinforced. If there are no males in the teaching ranks, traditional sex-role expectations are again demonstrated. Optimum sex-role development is encouraged when children see both traditional and nontraditional options in the environment around them.

4. *The behavior of staff.*—Every adult in the learning environment provides a role model and a learning experience for children. Young children are quick to understand what is said, and they rarely miss the meanings of unspoken messages which we send nonverbally. The attitudes and behaviors of staff tell children when they are respected, valued, and supported. Teachers, principals, aides, volunteers, cooks, custodians, nurses, social workers, counselors, and bus drivers — all influence children's perceptions of who they are, what they can become, and what their future roles in the world can or will be. When staff act to reinforce sex-role stereotypes, learners get their messages. Some research indicates that both counselors and teachers hold and reinforce sex-based expectations which differ for male and female students at the early primary levels.²¹ The evidence for lower levels of early childhood education, however, is only now beginning to emerge.²²

The teaching and learning experiences which we offer to children during sex-role socialization in the family, the media, and the center or the school can be conscious or unconscious forms of education. The expectations we hold and reward, the values in which we believe, and the feelings which we carry toward females and males are continuously communicated to extend or limit the behaviors of girls and boys. Our roles as teachers and socializing agents require that we increase our awareness of the ways in which we can take action to increase the traditional and nontraditional content of the total teaching-learning environment. We must take action to strengthen the self-concepts, motivations, interests, and abilities of all children. Sharing information with each other and cooperation between the parents and the center or the school are essential to increasing the options and alternatives available to all children during sex role development, now and in the future.

SUMMARY

- Research and knowledge concerning sex differences, and the origins and development of sex-role behaviors, are only now beginning to emerge.
- Findings and generalizations regarding sex-role development are limited by the nature of sample groups which have been studied, differing definitions which researchers use in observing and defining behaviors, and unique individual differences which are normal.
- Biological, psychological, and intellectual differences between the sexes are minimal during early childhood. Not until adolescence do sex differences favoring girls appear in verbal abilities, and sex differences favoring boys appear in visual-spatial ability and mathematics. The causes for these differences are unknown, although it has been observed that socialization practices tend to maximize rather than minimize opportunities for differential development based on sex.

- Sex-role socialization in our society is accomplished through the family, the media, and the center or school. Where stereotyped images and behaviors are encouraged and reinforced, both males and females are denied the opportunities for options and alternatives in optimum physical, social, emotional, and intellectual development. Considerations for expanding the teaching-learning experiences and options which we offer to children during the socialization processes include:

- Clothes, gifts, toys, expectations, rewards, and the physical environments of the rooms in which children live and learn at home.
- Sex-role images and messages which are presented on television and in picture books or stories.
- Physical environments, program or curriculum, administrative policies and staffing structures, and staff behavior in the schools or centers in which young children spend the formative years which provide the foundations and directions for future development and growth.

FOOTNOTES

- ¹Helen Bee, *The Developing Child* (New York: Harper and Row, 1975), pp. 101, 280-297.
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- ⁴Eleanor Maccoby and Carol Jacklin, *The Psychology of Sex Differences* (Stanford, California: Stanford University Press, 1974).
- ⁵*Ibid.*
- ⁶*Ibid.*, p. 282.
- ⁷Maccoby and Jacklin, pp. 135-163.
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- ¹⁰Walter Mischel, "A Social-learning View of Sex Differences," in *The Development of Sex Differences*, ed. Eleanor Maccoby (Stanford University Press, 1966), pp. 56-81.
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- ¹²*Ibid.*
- ¹³Goldberg and Lewis, pp. 21-31.
- ¹⁴*Ibid.*
- ¹⁵H. Rheingold and Kay Cook, "The Contents of Boys' and Girls' Rooms as an Index of Parents' Behavior," *Child Development* 46 (June 1975): 2.
- ¹⁶Paul E. McGhee, "Television as a Source of Learning Sex-Role Stereotypes," ERIC Document ED 111-528, April 1975.
- ¹⁷Carol Vukelich, Charlotte McCarty, and Claire Nannis, "Sex Bias in Children's Books," *Childhood Education* 52 (February 1976): 220-222.
- ¹⁸Pamela Roby, *Child Care, Who Cares?* (New York: Basic Books, 1973).
- ¹⁹Lenore Weitzman, *Images of Males and Females in Elementary School Textbooks in Five Subject Areas*, (Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, 1975).
- ²⁰Robert Carkhuff, "Human Resource Development," Amherst, Massachusetts, 1974. To obtain information on the availability of this document, write to Carkhuff Associates, Amherst, Massachusetts.
- ²¹T.E. Levitan and J.C. Chananie, "Response of Female Primary School Teachers to Sex-Typed Behaviors in Male and Female Children," *Child Development* 43 (December 1972): 1309-16.
- ²²Ira Gordan and R. Emile Jester, "Techniques of Observing Teaching in Early Childhood and Outcomes of Particular Procedures," in *Second Handbook of Research on Teaching*, ed. Travers (Chicago: Rand, McNally and Co., 1973) pp. 184-215.

**SECTION III: FROM SEXIST TO NONSEXIST EARLY CHILDHOOD
EDUCATION: NEEDS ASSESSMENT AND PLANNING FOR CHANGE**

LONG RANGE GOALS FOR NONSEXIST EARLY CHILDHOOD EDUCATION

Nonsexist early childhood education is the process of change from sex-biased to sex-fair teaching and learning experiences for all children and their families. The changes which nonsexist education incorporates increase our abilities to meet both traditional and contemporary educational and social goals. New knowledge, information, and skills will improve the effectiveness of our programs and schools in serving our children. We will realize progress toward the goals of facilitating the optimal physical, social, emotional, and intellectual development of children. As a result, today's children will be better equipped to cope with the economic, physical, psychological, and social roles of a changing future. Boys and girls from all racial, ethnic, and social class groups will be more capable of fuller participation in their interpersonal, work, and leisure roles as adults.

In order to undertake effective actions which will bring about changes from sexist to nonsexist education, we must determine where such changes are necessary. When we have determined these areas, we can then take actions to bring about the appropriate changes.

Each of us creates a unique teaching and learning environment. The needs of children, educational philosophies, values, creativity, and experience all combine to form our opinions and decisions. As you examine your situation for needs to change from sexist to nonsexist education, remember some of the major long-range goals for nonsexist early childhood education which teachers should strive to reach.

GOALS OF NONSEXIST EARLY CHILDHOOD EDUCATION

1. *The physical environment of the school should be organized to present all learners with a broad range of learning opportunities which will encourage them to acquire new knowledge and skills. Symbols should be representative of the contributions, values, and potential of females and males of all racial, ethnic, and social class groups.*
2. *The program content or school curriculum should expand opportunities and options for girls and boys to reach their full potential in physical, intellectual, social, and emotional growth. Knowledge and experiences should be expanded to include the past, the present, and the future. The needs of learners should include increased options for achieving success in living and working as adults in our changing society.*
3. *The administrative and staffing structure and organization of the center or the school should define and support the development of policies, programs, and practices to achieve nonsexist education. The assignment of staff in a variety of roles within the center or school should model nonsexist practices and requirements.*
4. *All staff should be able to demonstrate respect and behave in ways which support the dignity and worth of all learners, regardless of sex, racial-ethnic group, or social class. Children should be supported in achieving optimum development based on individual potential, values, and abilities rather than be limited on the basis of preconceived expectations of roles based on sex.*

Each of these four areas of concern can be considered avenues for expanding the alternatives and options in teaching and learning experiences which promote optimal sex-role socialization. These affirmative statements serve as long-range goal areas for targeting actions to change from sexist to nonsexist early childhood education.

Within each goal area there are observations which you can make and questions which you can ask to identify where the strengths and/or weaknesses currently exist in your center or school. You can take these actions in formal or informal ways, whichever is preferred. The formal approach may require more time, but it has several advantages:

1. Identifying and recording specific checkpoints for change can provide evidence for explaining and organizing actions to move progressively from what is to what ought to be.
2. Examining and ranking the specific needs for change can help to set priorities for taking actions to achieve immediate and long-range changes.
3. Recording forward progress and identifying any barriers which are met on the road to change are easier when there are checkpoints to review. The record can help to provide information about change for yourself and others, as well as to gain support for any help which might be needed in bringing about change.
4. Making recommendations for change to others, where that is identified as necessary, is also strengthened when specific evidence of need is included in the recommendations. Such evidence can help to pinpoint suggested actions which can be taken by others to implement the recommended changes.

For all the above reasons a checklist of suggested goal areas containing questions and observation points, is provided for use in examining any center or school. When you complete the checklist, the specific needs for change in any given area become clear. This identification and documentation of needs can form a needs assessment to serve as the basis for organizing change.

NEEDS ASSESSMENT CHECKLIST FOR NONSEXIST EDUCATION

NONSEXIST GOAL AREA 1: THE PHYSICAL ENVIRONMENT OF THE CENTER OR THE SCHOOL

Activities Rooms or Classrooms

1. Are the desks or tables and chairs, play equipment, or other physical objects arranged so as not to segregate children by sex? Check:

Yes ☐ No ☐

- Interest centers or activities areas:

- blocks
- carpentry tools
- vehicles
- tumbling mats, balancing beams, climbing bars
- dolls
- dress-up
- music
- art
- others

- Storage areas for clothing/belongings
- Separate entrances for boys and girls

2. Do the bulletin boards, picture displays, decorations, or artwork include males and females of all races, ethnic groups, and classes in both traditional and nontraditional roles? Check:

Yes ☐ No ☐

- Children's individual artwork or murals and collages
- Interest center displays
- Pictures
 - of children and families at work and play at home
 - of community helpers
 - of famous people of history, science, sports, etc.
 - of people in the world of work outside the home
 - of children at work and play at school

- Displays of products which children have created, such as clothing, food, etc.
- Display of prizes which children have won, such as trophies, toys, etc.

NONSEXIST GOAL AREA 2: THE PROGRAM CONTENT OR CURRICULUM IN THE CENTER OR THE SCHOOL

1. Do children's literature, picture books, textbooks, workbooks, and ditto worksheets not restrict and stereotype role development on the basis of sex, race or class? Check:

Yes ☐ No ☐

- All books in every subject matter area such as reading, mathematics, spelling, language arts, health science, social studies, career education, etc.
- All library holdings including magazines and displays.

- All lesson and activities plans.
 - Others (specify)
2. Are other instructional materials depicting positive alternatives in the intellectual, social, physical, and emotional areas of development for all children? Check:
- Filmstrips/films
 - Records
 - Tapes
 - Puzzles
 - Picture files
 - Decorations
 - Flannelboard characters
 - Role-playing scripts
 - Finger plays
 - Games
 - Poems
 - Others (specify)
3. Are children not being assigned separate duties or roles based on sex-stereotyped expectations? Check:
- Assignments of helping duties, such as passing papers, books, emptying wastebaskets, sweeping, etc.
 - Assignment of roles and tasks in activities, such as music, art, dance, role playing, plays, physical education, games, etc.
 - Assignment of roles and tasks in extracurricular activities, such as clubs, glee clubs, special program event planning, etc.
4. Are children provided counseling and guidance services without regard to differing standards and definitions of behaviors based on sex? Check:
- Reasons for referrals to guidance counselors
 - Numbers of each sex of children who are referred
 - Types of tests or criteria used to determine diagnostics
 - Types of recommendations for treatment
 - Others (specify)

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

NONSEXIST GOAL AREA 3: ADMINISTRATIVE AND STAFFING STRUCTURES AND ORGANIZATION OF THE CENTER AND SCHOOL

1. Does the staffing profile of the center or school not reinforce stereotyped perceptions of role? Check:
- Policymaking positions, such as councils, school boards, and committees.
 - Administrative positions, such as superintendents, principals, directors, district supervisors, curriculum coordinators, etc.
 - Teaching assignments by level or grade taught and special content areas, such as art, music, science, etc.
 - Support staff, such as maintenance workers, bus drivers, cafeteria personnel, etc.
 - Support staff such as maintenance workers, bus drivers, cafeteria personnel, etc.
2. Do administrative policy statements and regulations or guidelines demonstrate equality for all regardless of sex? Check:
- Curriculum guidelines and required texts or subject matter content.
 - Student policy guidelines referring to clothing, punishment, or other behavioral codes.
 - Student assignment to offices, councils, committees, etc.
 - Personnel policy guidelines referring to requirements to which staff must adhere.
 - Parent participation in policies, programs and practices.
 - Others (specify)

Yes ☐ No ☐

Yes ☐ No ☐

NONSEXIST GOAL AREA 4: STAFF BEHAVIOR

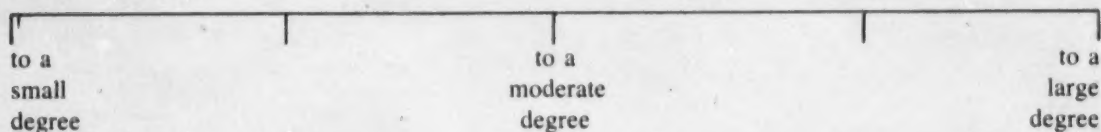
1. Do all personnel behave in ways which support the value and worth of all persons without reinforcing stereotypes? Check:
- Patterns of avoiding, ignoring, and punishing or acknowledging, supporting, and rewarding children and adults.
 - Language which reinforces behavior on the basis of sex or degrades one sex or the other.
 - Use of teaching-learning techniques which encourage all persons to explore, discover, and discuss their unique potentials, options, values, attitudes, and feelings.
 - Patterns of using materials, equipment, subject matter, content, and children's own interests, abilities, and preferences, to encourage traditional and nontraditional opportunities for broadening learnings.

Yes ☐ No ☐

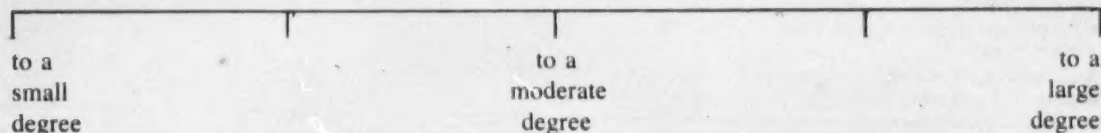
RATING THE PROGRAM OR SCHOOL

Whether the checklist has been used formally or informally, the evidence which has been gathered can be used to rate the center, the school, or the classroom. An overall rating may be given, or a rating for each of the four goal areas may be compiled.

Sexism in the School Exists



Sexism in the Classroom Exists



PLANNING FOR CHANGE

Planning for changes to close the gaps between what is and where the program needs to be in reaching nonsexist educational goals, is the next critical step. Many people do not realize that planning for change requires many skills.

After a review of the specific needs areas is conducted, it is well to think about those things which will be required to bring about the indicated changes. Identifying and using existing resources to assist in change efforts strengthens the possibilities of successful changes.

RESOURCES FOR CHANGE

Human resources for promoting change include administrators, teachers, learners, parents, women's groups, and interested community residents. Perhaps there are teachers in the center, school, or district who might wish to combine their talents in implementing nonsexist education. Investigation of whether or not others have developed materials, activities, or other curriculum resources for advancing nonsexist philosophies and practices is often helpful. Many administrators support changes which increase the effectiveness of education, and their leadership skills can be used to great advantage in promoting change. Discussing the needs for change with others can open up additional avenues for helping nonsexist education become a shared responsibility. Joint planning of strategies for initiating and continuing the change process can be extremely effective.

Certainly the change process can begin with one person—you—the teacher, in the role of the change agent. Whether the decision is to proceed alone or join with others is entirely up to the individual's preference. One alternative is to begin with one's own center or classroom as a pilot project in change. Designing, developing, and testing new materials and activities can produce many valuable learning experiences for teachers and learners. Evaluating activities for both the successes and failures can make great contributions to knowledge about nonsexist education.

Changes which begin with, and are supported by teachers, are known to be among the most lasting, productive, and infectious. Others become intrigued and want to share in the ideas, enthusiasm, and accomplishments which the change process generates. Keeping notes and records is most helpful to document change activities, experiences, and results for sharing with others. In this way others can duplicate or modify the change process. Thus, change becomes a bit easier for everyone.

The changes which seem most difficult to make are those which involve personal values, attitudes, and behaviors. "Things" can be changed quite quickly and easily, but thoughts and behaviors are more resistant to change. Such personal changes as language patterns, reward systems in the classroom, including verbal and nonverbal behaviors, require discipline and perseverance. However, these are the changes which can be among the most powerful in freeing children from stereotyping socialization practices.

In planning for change it is often helpful to be aware of strategies which have been successful for others who have implemented nonsexist early childhood education. Although there are no guaranteed successful prescriptions, there are suggestions which can sometimes provide guidance and assistance for change at the local level. Section IV will present an array of action strategies which may provide a framework for implementing the change process from sexist to nonsexist early childhood education.

SUMMARY

- Nonsexist goals areas for educational change include the physical environment of the school, program content or curriculum, administrative and staffing organization and structure, and staff behaviors.
- Specific areas of need identified within each of four goal areas for nonsexist education can help to pinpoint problems which require actions, set priorities for change, organize change activities into systematic steps toward progress in achieving the stated goals, serve as a basis for recommendations to others, and provide information to report progress toward and strengthen support for change.
- Formal or informal needs assessment strengthens the case for recommendations and actions toward achieving changes from sexist to nonsexist early childhood education within the existing educational program.
- Rating centers or schools for sexism can be a graphic reminder of the need for change.
- Planning for change can be initiated by one individual or groups, including administrators, teachers, learners, women's groups, and interested community residents.
- Changes initiated and supported by teachers are more lasting, effective, and easily duplicated when successes and failures are documented for sharing with others.
- Personal changes which require discipline and perseverance are often among the most powerful in freeing children from stereotyping socialization practices.

**SECTION IV: FREEING CHILDREN FROM STEREOTYPING:
IMMEDIATE GOALS AND ACTIONS**

IMMEDIATE GOALS AND ACTIONS

As was previously discussed, by 5 years of age children have developed their sex-role identities, including perceptions of what girls or boys should do, play, and say. Teachers' jobs are really ones of resocializing children, through the appropriate changes in policies, programs, and practices which nonsexist education provides. The ultimate outcome of pursuing goals for change to nonsexist early childhood education is an educational program and a society where each child and adult is freer to achieve his/her potential.

The setting of long-range goals assists in providing an image toward which all changes can be guided. Now, the setting of immediate goals, based on observed and recorded evidence of need, can provide direction for daily actions to achieve change. Changes in freeing children from the wide variety of barriers to the development of human potential require continuing steps, over time, in each area of concern. Immediate goals can serve as the route signs along the road to long-range goals.

Goal 1. To create and maintain a physical environment which encourages girls and boys to jointly participate in and explore concepts, interests, feelings, activities, and skills for developing alternatives free of stereotyping.

A. Suggested Action: *Create a "Me" center.*

- Step 1: Create a "Me" center instead of a dress-up corner.
- Step 2: Assemble an assortment of clothing which will entice children to role play being anywhere and anybody. Include some of the following items:
- Big girls' and big boys' clothing which is not as cumbersome as adult clothing.
 - Bathrobes or robes such as judges wear which are neither "masculine" nor "feminine."
 - Briefcases and purses, badges and pins, and costumes and uniforms as well as everyday clothing.
 - A long mirror to reinforce images of "me" in traditional and nontraditional roles.
- Step 3: Encourage children to "try on" being a police officer, nurse, doctor, postal carrier, train conductor, cow-puncher, or sheriff.
- Step 4: Explore with children and reinforce the appropriateness of behaviors in traditional and nontraditional roles.

B. Suggested Action: *Create an extended block center.*

- Step 1: Add rubber or wooden animals and "people" dolls to the block center.
- Step 2: Place vehicles in the center with the blocks.
- Step 3: Encourage both sexes to use creativity in building zoos, airports, hospitals or other buildings, and landscapes.
- Step 4: Encourage adults of both sexes to participate in the play to demonstrate that designing and building can be fun for everyone.

C. Suggested Action: *Create a home or life center.*

- Step 1: Create a home or life center instead of a doll corner.
- Step 2: Add as many items as possible which are functional for both sexes:
- Tablecloths which are tailored or frilly.
 - Aprons which are tailored or frilly.
 - Cleaning equipment.
 - Appliances and laundry supplies.
 - Shoe polishing equipment.
 - Child-rearing equipment.
 - Furniture other than "kitchen" tables and chairs.
- Step 3: Locate the carpentry center near the home center so that both sexes can "build" and "repair" or make accessories for the home center.

- Step 4: Encourage both females and males to try unfamiliar roles. Discuss that:
- Pediatricians can be males and females; both can diaper a baby.
 - Males and females cook in restaurants; both can cook at home.
 - Chefs prepare large dinners; chefs can pack lunch pails.
- Step 5: Maintain the home or life center as a dynamic, changing environment where everyone participates in a variety of roles.
- Step 6: Change the home or life center to support varieties of activities for both sexes through the year. Changing the types of homes can be informative and fun for all:
- Tents
 - Cabins
 - Apartments
 - Huts
 - Caves
 - Igloos

D. Suggested Action: *Create an art center which stresses the use of art as an avenue for expressing feelings.*

- Step 1: Include wide varieties of art materials including cardboard, drawing paper, butcher paper, construction paper, clay, paste, rubber cement, paints, crayons, charcoal, etc.
- Step 2: Encourage children by making suggestions for a variety of options or ways in which they might portray themselves in a variety of roles, their expectations, and their hopes or other feelings.
- Step 3: Expand symbols of holidays beyond stereotyped male "rabbit ears" and female "Easter bonnets" or female witches, ghosts, and goblins.
- Step 4: Use collages and murals to encourage children to create images of traditional and nontraditional families, play activities, games, etc. Include clothing symbols which stress utility rather than "femininity" or "masculinity."
- Step 5: Use art products, exhibits, and displays to demonstrate and discuss changing feelings, attitudes, values, and behaviors as they are depicted by individuals and groups.

E. Suggested Action: *Create teaching-learning exhibits and bulletin boards.*

- Step 1: Use children's pictures and collections of magazine pictures or photographs to demonstrate traditional and nontraditional "things we can do."
- Step 2: Display action pictures or photographs of males and females climbing bars, doing yard work, or helping in the kitchen.
- Step 3: Display pictures in a theme exhibit entitled "Mothers and Fathers at Work."
- Step 4: Include a variety of jobs other than teachers, nurses, secretaries, homemakers, and restaurant personnel for females. Males can be shown in these roles. Males can also be shown homemaking, nurturing, and parenting as well as in traditional roles in the world of work. Balanced representation in numbers and wide varieties of traditional and nontraditional roles for everyone is the theme.
- Step 5: Display pictures of community helpers of all sexes and racial-ethnic groups performing a variety of tasks.
- Step 6: Expand collections of children's work, pictures, and magazine photos to include:
- Animals in a variety of traditional and nontraditional roles.
 - People in traditional and nontraditional roles.
- Step 7: Display experience chart stories describing options and varieties of roles for males and females including physical, psychological, intellectual, and social factors in development.

F. Suggested Action: *Use storage places for possessions and clothing based on everyone's convenience and utility, rather than as a means for segregating by sex.*

Goal 2. To create and demonstrate alternatives for combating sex and racial stereotyping in program or curriculum content, children's literature, textbooks, and other instructional materials.

A. Suggested Action: *Use findings of reviews to increase the awareness and analytical skills of children and adults in identifying bias.*

- Step 1: Record and discuss with children, parents, administrators, teachers, etc., findings of reviews of children's literature, picture books, textbooks, workbooks, and ditto worksheets. Include a wide variety of content areas.
- Step 2: Encourage children and adults to develop critical analysis skills to assist in identifying biases and omissions in printed materials including:
- Balance and representativeness or omissions of males and females from all racial, ethnic, and social class groups in a variety of roles.
 - Alternatives for including traditional and nontraditional roles in a variety of settings including family, home, school, and workplace. Both historical and present-day realities should be considered.
- Step 3: Discuss the influence of the images presented or omitted upon the self-concept, aspirations, motivations, interests, and attitudes of all learners.
- Step 4: For every stereotype which is noted, pose the question: "Could a boy or girl do this?" "Why?" "Why not?" "Could a boy act this way, too?" "Could a girl act this way, too?" "Why?" "Why Not?"

B. Suggested Action: *Create a library center containing a wide variety of traditional and nonsexist tradebooks. Add alternative instructional materials and activities created by children and teachers to correct existing biases in traditional books. (See Appendix: "Resources for Nonsexist Early Childhood Education.")*

- Step 1: Choose nonsexist stories and picture books for reading and display in the library center.
- Step 2: Expand traditional characterizations and plots which star male animals or people, through posing questions for exploration and discovery of alternative ways in which a female might have been able to play a similar role.
- Step 3: Encourage students to assist you in creating and compiling picture books and stories which depict males and females in nontraditional roles.
- Step 4: Children's art, with one or two lines of printed script describing the picture, can be stapled and used as a group made storybook.

C. Suggested Action: *Use of creative drama to create and demonstrate traditional and nontraditional sex-role activities.*

- Step 1: Dramatize traditional stereotypes which are presented in books in traditional and nontraditional ways. Try encouraging males and females to "role play" the ways in which they would have added to or changed the role to make it different. For example, fathers work and nurture in the home, or mothers can also work out of the home.
- Step 2: Select and/or create plays which emphasize feelings and self-expression. Encourage both females and males to express emotions, attitudes, hopes, and values.
- Step 3: Demonstrate nonsexist alternatives to sexist stories through the creation and use of nonsexist flannelboard characters to demonstrate nonsexist options and activities. Teacher and/or children can manipulate the characters as a story is told.
- Step 4: Create female and male puppets for use by teacher and/or children to demonstrate and discuss traditional and nontraditional activities, dress, feelings, skills, and attitudes.

D. Suggested Action: *Create a puzzle and game center which maximizes options in traditional and nontraditional roles for both sexes.*

- Step 1: Make nonsexist puzzles as follows:
- Search for and collect magazine pictures which show boys and girls and adults in a variety of roles.
 - Mount the pictures on poster board.
 - Laminate or cover pictures with clear contact paper.
 - Cut in pieces and store in file folder.
 - Outline each puzzle on its file folder to assist less mature or younger children in their task.
- Step 2: Design and prepare lotto games, sequence cards, and sorting games using children's art, magazine pictures, or simple line drawings. Depict active girls and boys in a wide variety of roles.

E. Suggested Action: *Create teacher-made slide shows or photographic displays of males and females in traditional and nontraditional settings.*

- Step 1: Search out and photograph wide varieties of racial and ethnic representations of children and adults in traditional and nontraditional roles.
- Step 2: Include pictures which depict feelings, attitudes, interests, values, and skills of both sexes in economic, political, social, and psychological roles.
- Step 3: Add children's photographic contributions or slides to the show.
- Step 4: Demonstrate a slide show on "Futures Are for Everyone."

F. Suggested Action: *Prepare and discuss findings of counseling and guidance problems and practices with counselors.*

- Step 1: Discuss differing expectations and rewards for behaviors based on sex.
- Step 2: Discuss "problem behavior" which may be based upon sex bias.
- Step 3: Discuss alternatives for developing sex-fair criteria for defining "behavioral problems" based on limits which are applicable to both sexes, such as:
 - Dependence
 - Aggression/hostility
 - Withdrawal
- Step 4: Discuss alternatives for "discipline" and "treatments" based on sex-fair criteria rather than preconceived biases or expectations based on sex differences.

G. Suggested Action: *Design and implement activities which encourage and reinforce participation in alternative roles in special subject areas or extracurricular activities.*

- Step 1: Create and encourage participation in interest groups in science, mathematics, and musical activities.
- Step 2: Create and encourage children's participation in traditional and nontraditional roles and activities for children's pet and toy parades or fairs.
- Step 3: Make tape recordings of all children singing rounds together or dramatizing nonsexist plays.
- Step 4: Implement games, dances, and other physical education activities which promote this joint participation of females and males in wide varieties of creative and skill-building roles:
 - Tumbling
 - Beam balancing
 - Bar climbing
 - Creative dance
 - Hop, skip, and jump

Goal 3: To recommend changes in administrative policies and staffing structures.

A. Suggested Action: *Recommended Changes.*

- Step 1: Document and discuss findings of stereotyping and omissions with principals, teachers, and other staff. Suggest changes based on findings.
- Step 2: Obtain a copy of the regulation for Title IX of the 1972 Education Amendments from the Department of Health, Education, and Welfare. Compare the findings of your review with the requirements for nondiscrimination on the basis of sex in educational programs. Share the results with selected others.
- Step 3: Form a committee to review the findings of curriculum guidelines and recommended texts or instructional materials. Specify areas where changes should be made and affirmative support given to eliminate stereotyping.
- Step 4: Request assistance in the form of staff development or additional material resources to advance progress toward nonsexist education where necessary.

B. Suggested Action: *Implement changes in the classroom to eliminate segregation on the basis of sex.*

Step 1: Assign classroom duties and roles on the basis of need and skill — not sex.

Step 2: Eliminate sorting of children on the basis of sex in all activities, offices, and roles.

Goal 4: To model behaviors which communicate expectations, rewards, values, and skills based on respect and support for all persons.

A. Suggested Action: *Use nonsexist language as a model for other adults and with children in the school and community.*

Step 1: Incorporate and broaden nonsexist vocabulary, such as:

- Postal carrier
- One
- People
- Humankind
- Chairperson
- An individual
- People
- News reporter

B. Suggested Action: *To reinforce and reward behaviors which are appropriate to traditional and nontraditional skills and competence — not sex.*

Step 1: Use positive responses to every child's contributions and activities whenever possible:

- "Good running, Janice."
- "Beautiful artwork, José."
- "That was a great catch, Suzukie."

Step 2: Reinforce for attributes other than feminine "pretty" and masculine "handsome:"

- "Good running shoes we are all wearing today."
- "You look like you are ready for action today, Juana."
- "Salina, your jacket looks nice and warm for the cold weather."

C. Suggested Action: *Use nonverbal communications which support and reinforce all persons:*

- Approach and face every child requesting assistance whenever possible.
- Stoop to maintain eye contact with children at their level of vision.
- A handshake, a pat on the back, or an arm around the shoulders is a reward for any child.

D. Suggested Action: *Classify children on bases other than sex:*

- "Let's everyone who has not finished artwork return to the art center."
- "All children wearing green, line up first, red next, then brown, and blue — all others follow."
- "Children wearing brown shoes over here, children wearing black shoes over there," etc.

E. Suggested Action: *Invite adult resource persons to meet and discuss their traditional and nontraditional interests and experiences with children whenever possible.*

F. Suggested Action: *Distribute literature or discuss findings with other personnel on sex-role stereotyping and behaviors which reinforce it in school and society.*

G. Suggested Action: *Use guided discovery techniques and questions to assist children in exploring and discovering values and feelings.*

H. Suggested Action: *Continuously evaluate personal attitudes, values, and means of communication which can be demonstrated to serve as a positive role model in nonsexist education.*

I. Suggested Action: *Identify and respond to children's verbal and nonverbal cues as they communicate their feelings, need for help, confusion, reluctance, etc. Assist and encourage, but do not force children in exploring alternative options in sex-role development.*

Moving from sexist to nonsexist education and freeing children from stereotyping is a change process which reaches into every aspect of early childhood education. Self-growth and self-satisfaction in promoting the optimal intellectual, social, physical, and emotional growth of others are the continuing rewards.

SUMMARY

- Setting immediate goals and action steps to achieve progress toward nonsexist education assists in reaching long-range goals.
- Short-range and long-range goals both assist in promoting systematically guided and organized change to achieve both an early childhood education program and a society freed of stereotyping limitations.
- Changes in the physical environment, curriculum, and policy are often more easily achieved than personal changes in language, reward systems, and classroom management techniques which support all persons on verbal and nonverbal levels.
- Role modeling nonsexist attitudes, values, behaviors, dress, language, etc., serve as powerful socialization factors for and with children.
- Techniques which assist children in exploring, discovering, and expressing feelings and values are crucial to assisting boys and girls in exploring alternatives and skills for optimal social-emotional development.

SECTION V: NONSEXIST TEACHING-LEARNING ACTIVITIES

LEARNING ACTIVITIES

Many people have become involved in developing program guides, instructional materials, and curriculum for implementing nonsexist early childhood education. Fortunately, resources to assist teachers in their programs and classrooms are becoming available in increasing numbers.

The purpose of this section is to present suggested "starter" ideas for teaching-learning activities which can be woven directly into the ongoing educational program. In each instance the teaching-learning activities stress both standard or traditional purposes as well as nonsexist objectives. In this way, nonsexist concepts, skills, values, and alternatives can immediately be incorporated as a permanent part of the continuing goals of early childhood education. It is hoped that these "starter" teaching-learning activities are only the beginning of local efforts to infuse nonsexist criteria, goals, and objectives into all aspects of sound and effective early childhood education for all young learners.

There is no intent to be exhaustive in the numbers and kinds of suggestions which are offered. Each teacher will know best how to adapt, modify, add, or delete whatever is appropriate to the needs of the children in her/his local program or classroom. The knowledge and the creativity of children and teachers working together at the local levels are the ingredients which will extend nonsexist concepts into every aspect of policies, programs, and practices.

Selections which are presented in this section were developed for the following reasons:

1. Each selection included can be integrated into some of the more widely used units or themes in early childhood education.
2. Areas of concentration include some examples for the intellectual, social-psychological, and physical aspects of development for males and females.
3. Knowledge, facts, attitudes, and values are all embedded throughout each activity.
4. Activities included use children's literature, the social studies, the arts, physical education, and games as major avenues for incorporating nonsexist philosophies and content. This should not be taken to mean that additional areas of content are not equally as important in presenting many opportunities for nonsexist activities.
5. Activities which explore feelings and values are emphasized because they are critical factors in developing sex-role socialization both in traditional nontraditional teaching-learning experiences.

LEARNING TO KNOW ME

MY LIKES AND DISLIKES

Purpose of activity: To extend children's self-awareness and language development.

Nonsexist objectives:

- To identify the ways in which children view their sex roles.
- To assist children in expressing their feelings about themselves.
- To explore and discover that likes and dislikes are not based on gender.

Materials: None.

Procedure: Individual participation in large group discussion.

Suggested approach:

Step 1: Provide students with information and motivation to begin discussion by:

Telling a little about your likes and dislikes including any nonstereotyped preferences that you can mention.

Step 2: Provide learning activities which include individual and group participation by posing questions and observations to encourage comparisons and discovery:

"What kinds of things do you like, José?"
"Juanita, what are some of your favorite likes?"
"José and Juanita like some of the same things."
"How many of you like to climb on the bars?"
"Who likes to build with blocks?"

Step 3: Reinforce both traditional and nontraditional likes and dislikes while assisting children to identify that likes and dislikes are not based on gender:

"Edith likes to play with dolls. That really is fun."
"Su Ling and Johnny don't like to walk in the rain. Many people don't like to get wet!"
"Tyrone and Valerie both like to listen to music and stories. They like the same things."
"Many boys and girls like the same thing. All people have likes and dislikes. Some people like one thing — some people like another."

Followup activity: Ask the children to make a picture of themselves doing something they like or dislike. Write an experience chart story. Be sure to include in your story some of the traditional and nonsexist likes and dislikes of the children.

Read: *Boys and Girls, Girls and Boys*, by Harriet Sherman. New York: Holt, 1972.

Play the record: "Free To Be You and Me."

SIMON SAYS AND SUSIE SAYS

Purpose of activity: To promote small and large muscle development, body control, and listening abilities.

Nonsexist objectives:

- To extend learners' knowledge of sex-appropriate behaviors.
- To assist children in identifying sexist language.
- To assist children in developing nonsexist vocabulary and responses.

Materials: None.

Procedure: Playing the game of "Simon Says" for large or small group participation.

Suggested Approach:

Step 1: Have children form a circle leaving wide spaces between themselves.

Step 2: Teacher may begin as command giver and children follow direction:

Simon Says, "Boys, clap your hands."
Susie Says, "Girls, tap your foot."

Step 3: When children have mastered listening and responding to directions, you vary the game by changing the rules:

- When Simon or Susie says, "Girls swim," no one swims.
- When Simon or Susie says, "Boys hop," no one hops.
- When Simon or Susie says, "People swim," everyone responds.
- Responses occur only when the command includes "people."

Step 4: When children have mastered listening and responding to the new directions, allow individual children to be the command givers. They may use their own names instead of Simon or Susie. Some commands might be:

"People, walk."
"Boys, run in place."
"People, cry."
"Boys, dance."
"Girls, dance."
"People, dance."

Followup activity: Discuss the game with children, pointing out the instructions that include everyone as people. Point out the advantages of having everyone feel included in activities which can be performed by everyone.

I CAN

Purpose of activity:	To promote physical development through creative body movement and extend listening abilities.
Nonsexist objective:	To provide all children with experiences in creative body movement.
Materials:	None.
Procedure:	Individual participation in large or small group activities.
Suggested Approach:	
Step 1:	Take children to the indoor or outdoor play area where there is plenty of space.
Step 2:	Direct children to stand in a circle with arms extended straight out. Have them turn around in a circle, watching the floor or the ground. The area covered in the circle under their arms is their home. All their body movements should take place in the area of their homes.
Step 3:	Teacher or children can be the giver of commands: "Twist your wrist." "Tiptoe in your houses." Teacher should reinforce the participation of <i>both sexes</i> : "You can tiptoe very well, Lance." "You really can twist, Consuela."
Step 4:	Teacher can add variety to the commands in such statements as: "Make yourself round." "Make yourself large." "Make yourself small." "Make yourself curl up into a ball." "Make yourself hop like a rabbit." "Bend a small part of your body." "Bend a large part of your body." "Make yourself as tall as you can." "Make yourself as thin as you can."
Followup activity:	Ask the children to draw a picture of themselves doing something. Make an action-oriented bulletin board so your room will show active girls and boys participating fully in creative body movements.

FEELINGS

Purpose of the activity:	To extend children's skills in recognizing and expressing feelings as part of positive mental health.
Nonsexist objectives:	• To assist children in recognizing that all people have feelings. • To help children express and describe their feelings. • To help children identify the sensitivities which both girls and boys possess.
Materials:	None.
Procedure:	Individual participation in large or small group discussion.
Suggested Approach:	
Step 1:	The teacher should provide information as a basis for group discussion by posing questions and assisting learners with responses where necessary. If children show reluctance, demonstrate by acting out some feelings for them: "What are feelings?" "Can you think of some words to describe feelings that we have?" "How do we act when we feel angry? Rudolph, show me. Christina, show me." "How do we act when we feel happy? Josie, show me. Max, show me." "How do you feel when you finish something that was hard to do?"

- "How do you feel when someone does something nice for you?"
- "How do you feel when someone tells you not to cry when you are hurt, or feel sad? Peter, tell me. Lucinda, tell me."
- "How do you feel when someone says you can't play with the trucks? Ricardo? Gloria?"
- "How do you feel when someone says that you can't get dirty when you play? Elaine? Joshua?"

Step 2: Reinforce expressions of feelings of both sexes as discussion proceeds:

- "Yes, we do feel sad sometimes."
- "Things can really make us angry."
- "It certainly is fun to feel happy."

Step 3: Assist children in understanding the following generalizations as they are discovered:

- "All people have feelings."
- "No one likes to be left out or not permitted to do fun things which they like to do."
- "We all have good feelings, loving feelings, happy feelings, sad feelings, angry feelings."

Step 4: Assist children in creating alternative responses when someone tries to prevent them from some activity based on sex or another arbitrary bias:

- "People can do lots of things. I can _____ as well as any girl or boy — anybody!"
- "Kids get dirty when they play. I'll try not to get dirty if I can help it!"

Followup activity: Ask the children to help you write an experience chart story about your discussion. You may want to make a book for your library, letting them illustrate it.

Read: *Grownups Cry, Too*, by Nancy Hazen. New York: Lollipop Power, 1972.

BEING A PERSON

Purpose of the activity: To extend children's skills in using art as a form of self-expression and to use these expressions of self as a basis for continuing language development.

Nonsexist objectives:

- To identify the sex-role stereotypes which may limit children's perceptions of sex-role behaviors.
- To assist children in recognizing that sex need not place limitations on a person's interests and behaviors.

Materials: Large pieces of drawing paper, crayons, chalk, or paints.

Procedure: Individual participation in large or small group activity.

Suggested approach:

Step 1: Teacher requests that children make pictures of things boys and girls can do.

Step 2: Teacher requests that children bring their pictures to a small group sharing circle.

Step 3: As children share their pictures, pose questions to encourage exploration and discussion of sex-role behaviors:

- "Could girls do this, Louis? Why? Why not?"
- "Luana, could you do that? Why? Why not?"

Step 4: Encourage group discussion of whether or not being a boy or a girl makes a difference in performing the activities portrayed by the children. Ask additional questions which can lead to the following generalizations:

- "Being a boy or girl should not limit our activities. Interests and what we enjoy doing are the important things."

Followup activity: Ask the children if they would like to try an activity from one of the pictures. Perhaps you would like to write an experience chart story or make a book by mounting the children's pictures with a sentence describing each picture. You could place the book in the library center after reading it several times.

Read: *Joshua's Day*, by Sandra Surowlecki. New York: Lollipop Power, 1972.

FAMILIES

OUR DIFFERENT FAMILIES

- Purpose of activity:** To extend children's knowledge of the social studies and increase language development.
- Nonsexist objectives:**
- To assist children in identifying and describing many kinds of families.
 - To define the family as a group of people who live together.
- Materials:** Multicultural/multiethnic pictures of families of all types.
- Procedure:** Individual participation in large or small group discussion.
- Suggested Approach:**
- Step 1:** Teacher provides information for children by defining a family and introducing examples of different types of families.
- Step 2:** Teacher poses questions for group discussion and reinforces all responses:
- "Tell us about your family, Lars. How many people live with you? You live with your mother. Good!"
- "Nancy, you tell us you live with your aunt. That makes a nice family, too."
- "Erin, tell us about your family. You have a nice big family — your mother, father, and three sisters."
- "Cynthia, you live in a big house full of people. Fine!"
- Step 3:** Lead children to identify and understand generalizations:
- "There are many different kinds of families."
- "Families can be large or small."
- "A family is a group of people who live together."
- Followup activity:** You might want to make a bulletin board showing the many kinds of family groupings. Use magazine pictures which show traditional and nontraditional family groupings. You might also have the children draw their families for the bulletin board. Make paper doll characters, and let the children place their families on the bulletin board or flannelboard. Talk about the variations among the families.
- Read: *Martin's Father*, by Margrit Eichler. New York: Lollipop Power, 1971.

FAMILY MEMBERS WORK AT HOME

- Purpose of the activity:** To extend children's knowledge of the social studies and expand language development.
- Nonsexist objectives:**
- To describe the many ways that family members work at home.
 - To identify tasks in the home which may be done by males and females.
 - To assist children in understanding that adults can and/or do perform a variety of nurturing and homemaking tasks.
- Materials:** Multicultural/multiethnic pictures of varieties of families performing traditional and nontraditional tasks.
- Procedure:** Individual participation in large or small group discussion.
- Suggested Approach:**
- Step 1:** Teacher provides information by displaying pictures and pointing out the varieties of tasks which people are doing. Children may describe the tasks portrayed.
- Step 2:** Teacher provides additional information by observing and expressing generalizations:
- "Someone cooks when we eat at home. Who cooks in your house, Brenda?"
- "Someone clears the table and washes the dishes at home. Who does those things at your house, Jefferson?"
- Step 3:** Teacher encourages discussions of a variety of tasks at home, such as cooking, cleaning, yard work, repairs, laundry, child care, etc.

Step 4: Support responses as children describe the ways in which their families perform tasks.

Step 5: Encourage children to discuss the ways in which they help perform tasks at home.

Step 6: Assist children in understanding the following generalizations:

"Many people perform different kinds of tasks at home."

"Tasks or jobs that we do need not be determined by whether we are a boy or girl or a man or a woman."

"Tasks that we do at home depend on our skills, our interests, and the need to do the job."

Followup activity: Dramatize in the home center the many roles adults play or can play. Write an experience chart story or make a classbook about the roles of family members. Be sure to use nontraditional examples of mothers who make home and car repairs or fathers who cook. Include pictures of fathers and mothers nurturing children. A balance of traditional and nontraditional roles helps to reinforce and broaden everyone's experiences.

FAMILY MEMBERS WORK OUTSIDE THE HOME

Purpose of activity: To expand children's knowledge of the social studies and increase language development.

Nonsexist objectives:

- To assist children in describing the many kinds of jobs which family members hold in the world of work outside the home.
- To assist children in understanding that gender need not determine the careers of adults.
- To expand children's concepts of the varieties of jobs that men and women perform.

Materials: Collection of multicultural/multiethnic pictures depicting men and women in traditional and nontraditional roles.

Procedure: Individual participation in large or small group discussion.

Suggested Approach:

Step 1: Teacher provides information for group discussion by displaying pictures of women and men in traditional and nontraditional roles in the world of work. Children may describe the roles.

Step 2: Teacher encourages children to discuss the roles which their family members perform in the world of work. Pose questions for exploration and reinforce all responses positively:

"Who can work in a bank? Does anyone have a family member who works in a bank? Tell us about that."

"How many children have mothers who work? Tell us about what they do."

"How many children have fathers who work? Tell us about what they do."

Step 3: As children discuss the roles their parents fill, ask:

"Could a woman do that? Why or why not?"

"Could a man do that? Why or why not?"

"Could your father do the job your mother has?"

"Could your mother do the job your father has?"

Step 4: Observe and assist children in understanding that:

"Jobs require skills that must be learned."

"Learning how to do jobs depends upon our interests and abilities."

"The jobs people do depend on how well we learn to do them — not whether we are a boy or a girl or a man or a woman."

Followup activity: Make a chart story about your discussion. Make a "Families Work" book authored and illustrated by your children. Make a bulletin board of children's pictures showing people in traditional and nontraditional jobs. You might want to take a field trip to visit some of the parents in nontraditional jobs.

Read: *Mommies at Work*, by Eve Mirriam. New York: Alfred A. Knopf, Inc., 1961.

Also read: *All Kinds of Mothers*, by Cecily Brownstone. New York: David McKay Co., Inc., 1969.

COMMUNITY HELPERS AND CAREERS

POLICE OFFICERS

- Purpose of activity:** To expand children's knowledge of the social studies and increase language development.
- Nonsexist objectives:**
- To acquaint children with the duties of police officers.
 - To extend children's images of police officers as being female and male.
 - To assist children in developing a nonsexist vocabulary.
- Materials:** Pictures of male and female police officers.
- Procedure:** Individual participation in large or small group discussion.
- Suggested approach:**
- Step 1: Teacher provides information by displaying multiethnic/multiracial female and male police officers performing duties.
- Step 2: Pose questions which encourage children to explore and describe the duties of police officers:
- “What are some of the things police officers do to help us?”
“Does anyone know a police officer? Does anyone have a police officer in their family? Tell us about them.”
“How many of us know or have seen a woman police officer?”
- Step 3: Ask children to create a sentence telling one thing a police officer does. The sentence must use the words “police officer.” Affirm all responses. Record sentences on an experience chart.
- Step 4: Assist children to generalize that police officers can be males and females.
Assist children to generalize that police officers play helping roles in our community.
- Followup activity:** Dramatize police officers in helping roles. Play “Police Officer” so all children can practice seeking help. Encourage the children to draw pictures of male and female police officers at work. Display them on the bulletin board or use them to illustrate a book for the library center.

POSTAL CARRIERS

- Purpose of activity:** To expand children's knowledge of social studies and increase language development.
- Nonsexist objectives:**
- To acquaint children with the duties of postal carriers.
 - To assist children in identifying that postal carriers are both women and men.
 - To develop children's nonsexist vocabulary.
- Materials:** If female and male postal carriers work in your community, invite them both to discuss their roles and duties with the children. If not, use multiracial/multiethnic pictures of postal carriers.
- Procedure:** Individual participation in large or small group discussions.
- Suggested approach:**
- Step 1: Teacher introduces discussion by posing questions to encourage exploration and discovery. Positively reinforce and/or assist with responses where necessary:
- “How many have ever heard of a postal carrier? Describe one for us!”
“Some people say mailman. We are saying postal carrier. Can you think of why that is a better name?”
“Postal carriers deliver letters. Do they deliver other things too?”
“Does anyone know a postal carrier or have one in their family? Tell us about it.”
“We could say letter carrier, but postal carrier tells us they carry and deliver more things than letters. Which name do you think is better?”

Step 2: Encourage children to complete the unfinished sentences you pose which will help them hear and learn to use the new words.

- "Postal carriers carry _____."
- "Postal carriers work in a place called a _____."
- "Postal carriers deliver _____."
- "Postal carriers _____ to do their jobs."
- "Some postal carriers ride in a _____."
- "Postal carriers can be a _____ or a _____."

Followup activity: Dramatize postal carriers in their daily roles. Build a post office and let the children "mail" their letters. Visit the local post office and talk with the carriers and other postal workers there. If there are no female postal carriers, be sure to remind the children of the pictures, and remember that women can do the job too.

HEALTH CAREERS

Purpose of activity: To expand children's knowledge of health careers and practices and increase language development.

Nonsexist objectives:

- To assist children in identifying many different kinds of workers in health careers.
- To assist children in understanding that health careers need not be determined by sex.

Materials:

- Invite males and females in a variety of health careers to come and discuss their work with the children, or
- Collect multiethnic/multiracial pictures of women and men in traditional and nontraditional health career positions.

Procedure: Individual participation in small and large group discussions.

Suggested approach:

Step 1: Teacher initiates a unit of study on health careers and practices, including nurses, doctors, dentists, and hospital personnel, by posing questions for exploration and discovery. Assist with answers where necessary and positively reinforce responses:

- "When you feel sick, whom do you go to see to help you get better?"
- "How many of you have a doctor in your family? Tell us about that."
- "How many of you have a doctor who is a woman?"
- "How many of you have a doctor who is a man?"
- "Yes, men and women are doctors."
- "Do we go to see doctors only when we are sick? What are some other reasons for going to see a doctor?"

Step 2: Continue posing exploration/discovery questions through a variety of health career roles, such as dentists, nurses aides, medical secretaries, etc.

Step 3: Observe and help children to understand the following generalizations:

- "Health careers are filled by many different kinds of people — men and women."
- "Some people in health careers help us to get better when we are sick. They also help us to keep from getting sick by giving us shots and medical examinations."
- "People in health careers must learn many things and have many skills. Our interests and abilities help us to go into health careers."

Followup activity: Visit a clinic, an office, or a hospital. Make sure before the visit that persons performing traditional and nontraditional roles and functions will be available to the children. Have the children draw pictures of health career workers. Write an experience chart story about male nurses and female doctors. Dramatize a visit to the doctor's office with male and female doctors and nurses.

Read: *Tommy Goes to the Doctor*, by Gunilla Wolden, New York: Houghton Mifflin, 1972.

WHEN I GROW UP I WANT TO BE

Purpose of activity: To develop children's artistic abilities and use of art as a means of self-expression.

Nonsexist objectives:

- To assist children in broadening their concepts and perceptions of career goals they might wish to pursue when they are adults.
- To assist children in understanding that sex need not determine career options.

- Materials:** Pieces of art paper, crayons, chalk, or paints.
- Procedure:** Individual participation in art activities and discussion.
- Suggested Approach:**
- Step 1:** Teacher initiates activities by asking children to enter the art center and make a picture of themselves when they are grown up and at work.
- Step 2:** Assist but do not force those children who might experience difficulties with the task. To help, mention and discuss some traditional and nontraditional jobs which people fill in and out of the home. If some children have more than one goal in mind, encourage them to express as many as time permits. Assist them by printing a label or a sentence, if they desire one to be added to their pictures.
- Step 3:** Encourage children to "show and tell" their pictures of themselves. Reinforce children's responses:
- "Justine wants to be a welder. Isn't that good? What do welders do, Justine?"
- "Consuela wants to be a wife, a mother, and a bus driver. Good for her. Tell us about some of the things you think you will be doing, Consuela."
- "Rinaldo wants to be a doctor or a writer. Fine, Rinaldo. Tell us about what made you decide those two things."
- Step 4:** Assist children in observing and understanding the following generalizations:
- "Jobs in and out of the home can be done by both sexes."
- "Knowledge, skills, interests, and abilities help us to decide jobs or careers we want to have."
- Followup activity:** Make a large classbook about the careers we want when we grow up. Read the book with class, and share it during a parents' night. Include some of the children's aspirations in a newsletter to parents.
- Read: *What Can She Be?* by Gloria & Esther Goldreich. New York: Lothrop, Lee & Shepard, 1972.

THE SEASONS

FEELINGS OF SPRING

- Purpose of activity:** To expand children's sensitivities to symbols of strength and beauty, and the feelings of gentleness, warmth, and joy which everyone can share.
- No. sexist objectives:**
- To identify that flowers are symbols of strength and beauty which all people can love.
 - To extend children's knowledge and expression of gentleness and warmth as sex-appropriate behavior for all people.
- Materials:** Book: *The Story of Ferdinand*, by Munro Leaf. New York: Viking Press, 1936.
- A bouquet of flowers which grow in your locality.
- Procedure:** Individual participation in listening and group discussion.
- Suggested approach:**
- Step 1:** Teacher provides information by sharing the bouquet and discussing the strength of new life, and the beauty of the wide varieties of flowers we see and smell during the spring season.
- Step 2:** Teacher introduces the story of Ferdinand by discussing that when you are brave and strong, you can also be warm and gentle — like Ferdinand.
- Step 3:** Teacher reads the story of Ferdinand and then leads the discussion by sharing words which help us to describe our feelings. Questions are posed to encourage children to share their feelings, and ways of expressing feelings:
- "Yes, Ferdinand was strong and brave, and warm and gentle too. Let's look at the pictures of Ferdinand again, and see if we can think of words to describe the picture, and how Ferdinand is feeling."
- "Look at this picture. I think Ferdinand feels all bubbly and tingly inside, like we feel when we are so happy we could burst."
- "How do you think he feels? Would someone like to tell us about how it feels when you are happy, like Ferdinand?"

"Let's look at another picture. Yes, Ferdinand feels so delighted by the beautiful flowers that he wants to dance in circles, to show how good he feels. Have you ever seen flowers so beautiful that you just felt tickled inside? Have you ever wanted to dance and jump for joy? What things do you do when you are delighted about something? Can you show us?"

Step 4: Teacher poses questions to encourage children to express their experiences of beauty and joy:

"How many of us have a garden or plants at home? Would someone like to describe how the flowers or plants look and smell?"

"Who loves flowers as much as Ferdinand did? Can you tell us or show us how flowers make you feel?"

"Who likes something else that makes them feel happy. Can you tell us about that?"

Step 5: Teacher leads children to observe and generalize:

"Brave and strong people are gentle and loving too."

"Good feelings are fun to show and share with everyone. People love to feel happy and gay and delighted."

"All of us have special things that make us feel warm and good, bubbly and tingly."

Followup activity: Encourage the children to make pictures of themselves when they feel brave, strong, happy, delighted, tingly, bubbly, etc. Help children to label the pictures using feeling words or adjectives they select.

Children can also help the teacher create an experience chart story about feelings and spring flowers.

A florist might be invited to talk with the children and demonstrate floral arrangements.

BIRD FAMILIES

Purpose of activity: To expand children's observation powers through the study of birds.

Nonsexist objectives: To assist children in recognizing that in many bird families, both male and female birds build the nests, sit on the eggs, and nurture the babies.

Materials (optional): Pictures of some songbirds which practice joint nest building and nurturing of their young.

Procedure: Individual participation in small or large group discussion.

Suggested approach:

Step 1: Teacher provides information by joining with children in observing and labeling many signs of spring. (Omit this step if it does not apply in your climate.)

Step 2: Teacher poses questions for group exploration and discovery. Positively reinforce all responses and assist in discussion where necessary:

"How many have noticed that the spring season is the time when birds build their nests? Would someone like to tell us about birds they have seen building nests?"

"Who has watched a bird family where the mother bird and the father bird build the nest together? can you tell us about that, Ricardo?"

Step 3: Teacher gives information about some songbirds and how many times both birds take turns sitting on the nest to hatch the eggs. Discuss how the mother and the father bird take turns feeding and caring for the baby birds until they are ready to leave the nest and become adults.

Followup activity: If possible find a pair of nesting birds near the school so that you and the children can keep a daily watch on their activities. Keep an experience chart story of your observations. Write a story or make a book about "Our Bird Family." Extend children's knowledge by discussing how various members in people's families can share the responsibilities of homemaking and rearing children.

FALL ACTIVITIES

Purpose of activity: To expand children's knowledge of science and of observation skills, and to increase language development.

Nonsexist objectives:

- To assist children in observing and understanding that seasonal changes influence people's activities and the clothes we wear.

- To identify the ways in which seasonal changes affect the activities of males and females.

Materials:	None in climates where fall is observable. Multiracial/multiethnic pictures of families dressed for fall or engaged in fall activities in warmer climates.
Procedure:	Individual participation in small or large group discussion.
Suggested approach:	
Step 1:	Teacher initiates discussion by asking children to observe the coats, jackets, sweaters, etc., that everyone is wearing. Trees, and leaves changing color or falling, should also be observed where they are present.
Step 2:	Teacher poses questions for exploration and discovery: "What are some of your favorite things about fall?" "Do we wear the same clothes in fall and summer? Why not?" "Do we wear our 'dress up' clothes when we work and play in the fall? Why not?" "Do different kinds of clothes help us to feel more comfortable when we work? When we play? Why?" "Do we wear our warmest clothes when we play and work indoors? Why? Why not?" "Do we wear our warmest clothes when we work and play outdoors? Why? Why not?"
Step 3:	Assist children to observe and generalize that clothes serve different uses for all people as they work and play — boys and girls.
Step 4:	Teacher poses questions for exploration and discovery about fall activities. Positively reinforce all responses: "What is happening around the house or at school that tells you it is fall?" "How many have yards to rake where you live. Who rakes the yard at your house?" "How many live in families where you freeze food like squash or pumpkins? Who does that in your house?" "Could everybody do these jobs? Why or why not?"
Step 5:	Assist children to observe and generalize that the many activities which go with fall can be performed by all people — males and females.
Followup activity:	Take a field trip around your school neighborhood to identify where nonsexist activities are taking place as you observe the sights of fall. Remind children that all people can perform the tasks of fall. Encourage children to draw pictures of signs of fall, including people's dress and activities.

HOLIDAYS

PEOPLE PUMPKINS FOR HALLOWEEN

Purpose of activity:	To develop children's artistic abilities and use art as a form of self-expression.
Nonsexist objective:	To help children identify sex-stereotyped images which we use as symbols for holiday activities.
Materials:	• Secure a real pumpkin for carving. If you prefer, use several small pumpkins for making a totem pole. • Large pieces of art paper and crayons or paints.
Procedure:	Individual participation in art activities and discussion.
Suggested approach:	
Step 1:	Teacher poses questions for exploration and discovery. Positively reinforce responses and assist discussion where necessary: "What do we call the pumpkins we carve out for Halloween?" "Why do we call them Jack-O'-Lanterns? Are they boy pumpkins? How do you know?" "Could Jack be a girl's name too? Could Jack be a short name for Jacquelyn?" "Who are the witches at Halloween? Why? How can you tell?" "Could we have girl and boy or people witches since we are only pretending?" "Can pumpkins be people pumpkins if we make them that way?" "Can you think of ways to make people pumpkins?"

- Step 2: Teacher requests children to make one or two drawings of people pumpkins or people witches. They can be Jack-O'-Lanterns, or Jane-O'-Lanterns, or just people pumpkins.
- Step 3: Teacher carves the pumpkin(s) following children's suggestions on how to design a people pumpkin.
- Step 4: Assist children to observe and generalize:
- "People need to be included in all activities."
 "Holiday symbols are what we make them."
- Step 5: Remember to apply nonsexist symbols for other holidays that are "male ordered," such as the Easter Bunny and Santa.

Followup activity: Display the pumpkin or totem pole outside your room. Display the children's people pumpkins around the room.

THANKSGIVING COOKING

- Purpose of activity: To expand children's knowledge of food preparation and cooking, and to increase language development.
- Nonsexist objectives:
- To encourage boys and girls to participate in cooking activities.
 - To assist children in expanding their concepts of sex-appropriate behavior to include cooking for boys and girls.
- Materials: A soup bone, various vegetables, peelers, and an electric crock pot. Bowls and spoons for serving.
- Procedure: Individual participation in preparing and cooking food and group discussion.
- Suggested approach:
- Step 1: Teacher requests that each child bring a raw vegetable from home.
- Step 2: Take a field trip to a grocery store and purchase soup bones from male and female grocers.
- Step 3: Prepare a paring table, and help children prepare their vegetables for soup. Both boys and girls pare and prepare vegetables.
- Step 4: Cook the soup over a period of hours, and serve it as the first course of a Thanksgiving dinner at school. Both girls and boys watch, and serve the soup.
- Step 5: Teacher assists children in observing and generalizing:
- "Preparing and cooking food is something all of us can do."
 "Cooking skills are fun; they are necessary in case we ever live alone."
- Followup activity: Visit a restaurant to see that males and females perform a variety of roles in preparing, cooking, and serving food. Males cook and serve, and females cook and serve. Write an experience chart story about your activities. Turn your life center into a restaurant for a while, letting both girls and boys be managers, chefs, and servers. Everyone can "eat" at the restaurant.

PEOPLE CARE

- Purpose of activity: To expand children's concepts of the meaning of holidays to include sensitivities and feelings.
- Nonsexist objectives:
- To assist children in describing the caring feelings of all people, regardless of sex.
 - To assist children in expressing their feelings of caring in different ways.
 - To assist children in identifying the feelings or carings which both males and females experience.
- Materials: Bulletin board or table display of valentines which express caring feelings.
- Procedure: Individual participation in small or large group discussion.
- Suggested approach:
- Step 1: Teacher initiates discussion by calling attention to the display of valentines, and observing that Valentine's Day is almost here.

Step 2: Teacher poses questions for exploration and discovery. All responses are positively reinforced and assistance with discussion is offered where necessary:

"What do we tell people when we send them a valentine?"
"How do you feel when you get a valentine that tells you someone cares about you?"
"Should we have a special day for saying we care? Why?"
"Do you think we should let people know we care everyday? Why?"
"How do you think we can let people know that we care about them?"

Step 3: Assist children to observe and generalize:

"People care about other people."
"There are many ways of showing people that we care about them."
"A holiday like Valentine's Day is a special day for showing people that we care."
"People like to know that other people care about them all the time."

Followup activity: Help the children make valentines for people they love. They can share their valentines with the class and deliver or mail them to special people in their lives.

Read: *Zeek Silver Moon*, by Amy Ehrlich, New York: Dial Press, 1972.

CHRISTMAS TOYS

Purpose of activity: To encourage cognitive development through the use of classification skills.

Nonsexist objectives: To assist children in identifying that interests and preferences, rather than sex, can influence choices of toys.

Materials: Poster board, magic markers, contact paper, and glue.

Procedure: Individual participation in classification game and group discussion.

Suggested approach:

Step 1: Teacher uses poster board to create a three-column game board with three sections. Place a picture of a boy in one column, a girl in the second column, and a boy and girl in the third column.

Step 2: Under each section write the appropriate labels — girl, boy, girls and boys.

Step 3: Cover the game board with plastic contact paper to protect and laminate it.

Step 4: Cut many toys out of a toy catalog. Mount each toy on a small card. Print the name of each toy on the card.

Step 5: Place toy picture cards in a box, and have each child choose a card.

Step 6: Request that each child think about how each toy should be sorted or classified.

Step 7: Direct children to place toy cards where they think they belong. If a toy is only for boys, they are to put the toy under the "boy" section of the game board; if only for girls, the toy card is to be placed under the "girl" section. If both boys and girls could play with the toy, it is to be placed under the "boy and girl" section.

Step 8: Direct each child to explain why he or she places the toy card under the section selected. All responses are positively reinforced.

Step 9: After children have completed the activities, the teacher displays each card and poses the questions:

"Does everyone agree that this toy belongs in the 'girl,' 'boy,' or 'girl and boy' section, as appropriate? Why? Why not?"

"Are toys for 'girls' or 'boys' only?"

"Can all children play with the toys they prefer or like the best?"

Step 10: Assist children to observe and generalize:

"Toys can be used by all children."

"Toys can be used by anyone who is interested in and likes the toy."

Followup activity: Encourage children to draw a "toy list" for the classroom. They might be given magazines and catalogs to cut out pictures of "people toys" for display on the bulletin board. They might also help the teacher choose new toys for the learning centers in the room.

CHILDREN'S LITERATURE

WILLIAM'S DOLL

Purpose of activity: To expand children's language development and skills of listening, comprehension, and interpretation through the use of children's literature.

Nonsexist objectives:

- To provide opportunities for girls and boys to understand that playing with dolls is based on interest.
- To assist children in identifying the varieties of dolls that are available to them.
- To assist boys and girls in identifying and understanding the roles of both sexes in nurturing children.

Materials:

Book: *William's Doll*, by William Rene Dubois. New York: Harper & Row, 1972.

Flannelboard characters for demonstration purposes as the teacher is reading the story.

Procedure: Individual participation in large or small group listening and discussion.

Suggested approach:

- Step 1:** Teacher provides information and skill development opportunities by reading the story of *William's Doll*.
- Step 2:** Teacher demonstrates the characters of the story by mounting flannelboard characters as the story is read.
- Step 3:** Teacher initiates discussion by requesting that children identify different kinds of dolls that people can use for play. Positively reinforce all responses and assist in discussion where necessary. Be certain to observe and discuss the following:
- stuffed dolls
 - plastic or rubber dolls
 - small dolls
 - big dolls
 - female dolls
 - male dolls
 - soldiers
 - astronauts
 - robots
- Step 4:** Teacher initiates discussion by posing questions for exploration and discovery. Reinforce all responses and assist in discussion where necessary:
- "Why do people like to play with dolls? Edward, would you like to tell us about that? Beverly, how about you?"
- "Do grownups play with dolls? Why or why not?"
- "Are babies like dolls? Why or why not?"
- "Can both mothers and fathers play with and take care of babies? Why or why not?"
- "Do you think you would like to play with, and take care of a baby? Why or why not?"
- Step 5:** Teacher assists children to observe and understand generalizations:
- "Girls and boys can enjoy playing with dolls."
- "Adults or grownups can play with and care for children, whether they are males or females."

Followup activity: Have the children make pictures of themselves, playing with their favorite dolls, or of a doll they would like to have. Put some of the pictures on display around the room. Make a collection of the many kinds of dolls people use, and put them in a special place in the room. Encourage all children to play in the "doll center." Write a classbook about dolls, and the many kinds of dolls people play with. Encourage children to illustrate the pages of a group-developed book about dolls.

HE'S AND SHE'S

- Purpose of activity:** To use children's literature as a way of expanding children's concepts and perceptions of the roles which people play in life.
- Nonsexist objectives:**
- To assist children in understanding that vocabulary such as "he's" and "she's" need not restrict activities.
 - To extend children's knowledge of sex-appropriate behaviors.
- Materials:** Book: *He Bear, She Bear*, by Stan and Jan Berenstain. New York: Random House, 1974.
- Procedure:** Individual participation in listening and group discussion.
- Suggested approach:**
- Step 1: Teacher provides information by reading the book.
- Step 2: Teacher poses questions for exploration and discovery. Positively reinforce responses and assist in discussion where necessary:
- "What does the word 'he' mean when we use it?"
 - "What does the word 'she' mean when we use it?"
 - "Does it mean that only boys can do certain things? Why?"
 - "Does it mean that only girls can do certain things? Why?"
- Step 3: Teacher creates an experience chart list of activities for both sexes:
- "Can anyone help us make a list of things the story told us that boys and girls can do?"
 - "Each person try to think of something girls and boys can do together."
- Step 4: Teacher assists children in observing and stating the following generalizations:
- "The world is full of things that all people can do."
 - "People can do almost anything they want to learn to do whether they are boys or girls."
- Followup activity:** Have the children make pictures of themselves playing with their favorite dolls, or make pictures of dolls they would like to have. Put some of the pictures on display around the room. Make a collection of the many kinds of dolls people use, and put them in a special place in the room. Encourage all children to play in the "Doll Center." Write a class book about dolls and the many kinds of dolls people play with. Encourage children to illustrate the pages of a group-developed book about dolls.

END-OF-YEAR EVALUATION ACTIVITY

PEOPLE PROGRAM

- Purpose of activity:** To extend parents' knowledge and understanding of nonsexist early childhood education.
- Nonsexist objectives:**
- To demonstrate for parents the concepts, facts, attitudes, values, and skills which children develop through nonsexist education.
 - To encourage parents and children to share new knowledge and skills.
- Materials:** Select from among the many nonsexist materials which have been created by the teacher and the children.
- Procedure:** Individual participation by children selecting and discussing their learnings.
- Suggested approach:**
- Step 1: Teacher assists children in planning a parents' night program. Positively reinforce responses and assist children where necessary:
- "How many children would like to show and share with their families the things you have learned this year?"
 - "Can we look around the room and choose some things for a display, to show people what we have learned together?"
- Step 2: Teacher guides children to select a wide variety of things for demonstration. Be certain that each child participates in at least one selection. Assist where necessary:

"How about some music—choose two songs that we can sing!"

"Now, let's look at our chart stories and books. Choose five stories and five books."

"Our poems are so good. Choose five poems."

"Art—how about each of you picking two favorite pictures from those you have made?"

"Would someone like to read a story? Good!"

"How many can help me to be an announcer, and read some of the labels on our pictures. Fine!"

"Remember——? (Some particular story which children responded to strongly.) We did a play about that. I think it would be nice if we did that play. How many would like to be in the play?"

Step 3: Teacher checks with the children to be sure that many different examples of concepts, facts, ideas, etc., are included for balance and variety. Traditional learnings and nonsexist learnings should be included. Multiracial and multiethnic examples should appear.

Step 4: Teacher assists children in scheduling events, arranging displays, and practicing roles for the program. Be sure that girls and boys are performing in both traditional and nontraditional activities. Remember that nonsexist education is a part of the ongoing program.

Step 5: Teacher may wish to prepare a small brochure including goals, objectives, and activities of your program, which parents will see and children will share. Be sure to include traditional educational goals and the ways in which nonsexist education advances and expands those ongoing goals, objectives, and activities.

Followup activity: Encourage the children to prepare invitations for families and friends, announcing the time and place of the big event. You might also want to present your program for other classes in your school.

SECTION VI: FAMILY AND COMMUNITY RELATIONS

WORKING WITH PARENTS

Early childhood education programs involve families and teachers working together on behalf of young children. Teachers have long understood that their dual roles, as teachers of children and partners with parents, provide powerful links between the two worlds of reality which affect the child daily. Cooperation and understanding between the parents and the center or school is essential in helping to provide consistency in the socializing experiences which promote optimum child growth, development, and learning.

A growing number of parents want nonsexist philosophies and practices as a part of their children's learning experiences. These parents can provide support and serve as strong resources for nonsexist programs. Many parents can serve as resource persons in your program activities by discussing and demonstrating traditional and nontraditional roles. Parents can also identify others in the community who can also offer program support and services. Their abilities to select and collect nonsexist instructional materials can add strength and variety to textbook committees and task forces.

Other parents will need assistance in learning that nonsexist education is an extension of the traditional goals for supporting the optimum development of girls and boys, freed from sex-role stereotyping. Some parents need increased awareness and understanding of their roles and the role of teachers and centers or schools in the socialization process. Information and activities which can increase parents' capabilities of supporting nonsexist education in the home can be an ongoing part of nonsexist early childhood education.

SPECIAL OCCASIONS: PARENTS' NIGHTS

Many programs and schools begin with a parents' night early in the school year and schedule later ones on a periodic basis which is convenient to both parents and staff. These occasions can be used to full advantage by preparing information and discussion topics which can extend both knowledge and action strategies for promoting nonsexist practices. Suggested activities might include some of the following:

- Create a fact sheet comparing myths and realities regarding sex-role stereotypes. Highlight the limitations which perpetuation of stereotyping places on girls and boys.
- Prepare transparencies. Use an overhead projector to pinpoint and discuss the ways in which sex-role socialization takes place in traditional and nontraditional ways in the physical environment, through books, through sex-segregation practices, and through role modeling behaviors, including language.
- Prepare an exhibit of sexist and nonsexist books. Demonstrate and discuss how stereotyped images of males and females can limit self-concept, aspirations, and motivations to achieve, while nonsexist images open up additional positive alternatives and options for sex-role development.
- Demonstrate techniques which can be used to encourage girls and boys to express their feelings and attitudes toward their present and future roles in the world.
- Collect and share with parents articles on sex-role development, sex-role stereotyping, and sex-role socialization practices.

CONTINUOUS CONTACT WITH PARENTS

Your program may be one in which parents participate as volunteers on a daily basis. Perhaps they occupy roles in the policymaking for the center and the program. If so, use these contacts to discuss and share the need for nonsexist concepts and practices to be integrated and infused throughout the early childhood education program. Parent-teacher conferences are also opportunities to have parents observe and engage in discussions of nonsexist materials and activities which are ongoing in the program. Parents can provide support and assistance when they understand the need and

ways in which nonsexist practices foster children's growth and alternatives. Increased opportunities for strengthening cooperation and exchange of information can be created by:

- Inviting parents to participate as partners in field trips.
- Writing a weekly or monthly newsletter including the "what" and "why" of nonsexist concepts, activities, and language which children are learning.
- Sending home nonsexist activities and games in which children and parents can participate.
- Sending home nonsexist pictures and/or stories which children have created.
- Sending home "buttons" or "tags" which children make and wear exhibiting nonsexist slogans such as:

"People are Great"

"Think People"

"Mothers and Fathers Care for Children"

"I'm a Leader Too"

- Sending home nonsexist gifts which children make for parents.
- Sending home lists of nonsexist gift suggestions, including dolls, toys, books, records, etc..

Children, teachers, and parents all working together can help to create and secure a better future where everyone can reach his or her potential in a freer world.

IN THE COMMUNITY

Teachers are often looked to as leaders in their communities. Whenever a teacher appears, there is the opportunity to act as a role model for members of the community. Every opportunity should be taken to help peers, colleagues, and other community members become more aware of the restrictions which sex-role stereotyping places on girls and boys, and men and women. Discussing the facts and drawing people's attention to omissions of wide varieties of roles for both men and women in community activities can help to create better conditions for living and working together. When teachers model nonsexist language and behaviors, people listen and learn, wherever they may be.

As advocates for young children and their families, teachers play crucial roles in education, the community, and society. Concerns for humanizing society are demonstrated forcefully when teachers enact their beliefs in freeing people to be people and children to be children. Sexist education can and does change to nonsexist early childhood education. Everyone receives greater freedom of reach for a world where equal rights and responsibilities are shared by all.

SUMMARY

- Teachers provide strong linkage in maintaining cooperation and consistency in the child's world of reality at home and in the program or school.
- Parents can provide support and resources for strengthening and extending nonsexist philosophies, programs, and practices.
- Parents often need and request more communication with teachers about the policies, practices, and programs which are affecting their children.
- Special occasions, such as parents' nights and teacher-parent conferences, can be used as teaching-learning experiences for everyone involved.

- Efforts to inform and share cooperatively with parents are most effective when they are maintained daily in a variety of ways.
- Teachers are most powerful as role models and advocates for nonsexist education when they discuss and demonstrate their beliefs in the community.

APPENDIX:

**RESOURCES FOR NONSEXIST EARLY
CHILDHOOD EDUCATION**

Awareness Materials for Teachers and Parents

Association for Childhood Education International. *Growing Free: Ways to Help Children Overcome Sex Role Stereotypes*. Washington, D.C.: Association for Childhood Education International (3615 Wisconsin Ave., N.W., Washington, D.C., 20016), 1976.

A reprint publication from the February 1976 issue of *Childhood Education*, this bulletin contains a collection of articles which suggest ways to develop children's potential without regard to role stereotyping.

Frazier, Nancy & Sadker, Myra. *Sexism in School and Society*. New York: Harper & Row, 1973.

Addressed specifically to teachers, this volume documents the failure of schools to provide equal opportunities to girls and boys and makes suggestions for necessary change. It discusses sex-role socialization, the "hidden curriculum" in elementary and secondary schools, the "male" university, and approaches to reform. A selected annotated bibliography on the women's movement and sexism in education and a sex-bias questionnaire developed by Myra Sadker are also included.

Gersoni-Stavn, Diane. *Sexism and Youth*. New York: R. R. Bowker, 1974.

This anthology provides in one source major analytical essays, personal reminiscences and reflections, community studies, government reports, and resource lists. Sections deal with sex-role socialization and with sexism in schools, in books, and in children's media and games.

Harrison, Barbara. *Unlearning the Lie: Sexism in Schools*. New York: Liveright, 1973.

This study provides a personal account of how a group of parents worked to alleviate the sexism in their children's classrooms at the Woodward School in Brooklyn.

Journal of Teacher Education. (thematic section: "The Molding of the Nonsexist Teacher") 26 (Winter 1975): 291-359.

This issue is devoted to a discussion of nonsexist programs for pre-and in-service education personnel and ways that teachers, in turn, can reduce stereotyping in their classrooms.

National Education Association. *Combating Discrimination in Schools: Legal Remedies and Guidelines*. Washington, D.C.: National Education Association, 1973.

This document contains an account of each major antidiscrimination law or regulation relevant to educators, with appropriate complaint procedures. It also provided a brief checklist for determining racial and sexual discrimination in schools.

Racism and Sexism Resource Center for Educators. *Sexism and Racism in Popular Basal Readers 1964-1976*. New York: Racism and Sexism Resource Center for Educators (1841 Broadway, 10023), 1976.

Based upon a 1973 report by the Baltimore Feminist Project, this study examines sample selections from five series of readers widely in use in the Baltimore, Maryland elementary schools and concludes, "The readers fail in general to provide positive self-images for females and racial minorities, and they reflect and reinforce social injustices."

Stacy, Judith; Susan Bereaud & Joan Daniels, eds. *And Jill Came Tumbling After: Sexism in American Education*. New York: Dell, 1974.

A general anthology of contemporary essays on sexism in American education. It covers sex-role socialization and sex-role stereotyping in preschools, elementary schools, high schools, and universities. There are suggestions for further reading (with an annotated bibliography) and a resource list.

Women on Words and Images. *Help Wanted: Sexism in Career Education Materials*. Princeton, N.J.: Women on Words and Images, 1975.

This report constitutes a four-part summary of research on career education materials, at both the elementary and the secondary levels. Included are a content analysis, general advice on counter-acting sexism, a teacher/counselor activity checklist, and nonsexist resources.

Other Media

Breitbart, Vicki; Breitbart, Eric and Jacobs, Alan. *Sugar and Spice*. New York: Odeon Films (1619 Broadway, 10019), 1974.

This film, produced in cooperation with the Women's Action Alliance, explores ways in which parents, teachers, and students are working to eliminate sex role stereotyping in actual school settings. A study guide is provided with the film.

Golden, Gloria and Hunter, Lisa. *Sex-Role Stereotyping in Schools Film Series*. Berkeley, Cal.: Far West Laboratory, Media Extension Center, University of California, 1974.

Three protocol films, useful for creating awareness of sex role stereotyping, include: *Anything They Want To Be*, dealing with sex role stereotyping in schools in intellectual and career-oriented activities; *Hey, What About Us?*, which portrays sex role stereotyping in physical education classes, in curriculum, and on the playground; *I Is for Important*, which illustrates examples of sex role stereotyping in teacher attitudes and behavior. *In All Fairness: A Handbook on Sex-Role Bias in Schools* contains transcripts of the films, interpretations and instructional activities relating to them, and a summary of the research literature on sex differences.

National Education Association. *Sex-Role Stereotyping EduPak*. Washington, D.C.: National Education Association, 1973.

Designed primarily for use in inservice and preservice training of teachers and community involvement programs, this multimedia kit contains three filmstrips (*The Labels*, *The Reinforcement of Sex-Role Stereotyping* and *Cinderella Is Dead*), five cassette tapes and discussion questions, and a variety of print materials relating to sex-role stereotyping and education.

Scholastic Early Childhood Center. *People Who Work*. Sound Filmstrips Program (in Beginning Concepts Series). Englewood Cliffs, N.J.: Scholastic Early Childhood Center (904 Sylvan Ave. Englewood Cliffs, 07632), n.d.

This material contains two units each consisting of 5 filmstrips. Records or cassettes accompany each unit, \$79.50 total (30-day free trial). Included are freshly presented views of community workers in nontraditional roles — a woman pediatrician, architect, photographer, for example; a male baker, pet store owner, ranger — and more.

Weitzman, Leonore and Rizzo, Diane. *The Images of Males and Females in Elementary School Textbooks*. Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education. (1201 16th Street, N.W., Rm. 804 E, 20036), 1974.

A 40-minute slide show explores the stereotyped portrayal both of females and of males and the underrepresentation of women in six elementary textbook series. Complementing the slide show is *Biased Textbooks*, by Leonore Weitzman and Diane Rizzo (available from the Resource Center on Sex Roles in Education), a comprehensive analysis on images of males and females in elementary school textbooks by race and sex. Included is a second section, "What You Can Do about Biased Textbooks," presenting action strategies for teachers, students, administrators, and community groups working to eliminate textbook bias.

Curriculum Materials for Use by Teachers

Bement, Susan. *Women's Studies Program*. Berkeley, Cal.: Berkeley Unified School District, 1972.

Designed for use by teachers of fourth- to sixth-grade students, this collection of supplementary curriculum materials provides new multicultural models for dealing with sex role stereotyping in the classroom. The individual curriculum units, which include a series on famous American women in history and literature, are designed to acquaint students with a positive image of the role of women in society as well as to raise questions about the effects of sex-role stereotyping in their own classrooms.

Johnson, Laurie Olsen, ed. *Nonsexist Curricular Materials for Elementary Schools*. Old Westbury, N.Y.: The Feminist Press, 1974.

This collection is a packet of nonsexist teaching materials aimed at upper level elementary readers. The materials are produced in looseleaf format for easy duplication and rearranging. Included are checklists for teachers to evaluate their own behavior and to review instructional materials for bias. There are also materials for the classroom—resource lists, model curriculum units, consciousness-raising and career-aspiration activities for children, and annotated, age-guided bibliography lists for students.

Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education. *Today's Changing Roles: An Approach to Non-Sexist Teaching*. Washington, D.C.: National Foundation for the Improvement of Education (1201 16th St., N.W. Rm. 804 E, 20036), 1974.

This document presents teacher resources with curriculum-related activities for elementary, intermediate, and secondary level students. While the emphasis is on interdisciplinary studies, activities may be adapted to a broad range of courses. Teachers can use these resources to supplement existing curriculum materials that do not present a realistic view of today's world. Suggested lesson plans are provided; materials are based on a learning sequence of exploring, understanding, and acting.

Shargel, Susan and Kane, Irene. *We Can Change It!* San Francisco, Cal.: Change for Children (2588 Mission St., No. 226, 94110), 1974.

This action-oriented pamphlet written for teachers and parents includes a packet of fifteen photo reproductions, suitable for classroom use, of women of different ages and ethnic backgrounds working in nontraditional jobs. It also contains an annotated bibliography of children's books, identifies common problem situations related to sex role stereotyping, and suggests possible interventions and solutions.

Sprung, Barbara. *Nonsexist Education for Young Children: A Practical Guide*. New York: Citation Press 1975. \$3.25.

The goals of this curriculum resource are to present both men and women in the nurturing role; to encourage boys and girls to develop a full range of emotions; and to present a more realistic view of the world to children. One brief chapter deals with psychological and child development theory on sex differences. It is followed by a useful discussion on ways of working with parents to eradicate sexism from their children's lives. Other sections include definitions of nonsexist education and suggestions for making all activities in a preschool classroom interesting and acceptable to *all* the children. There are units on Families, Jobs People Do, The Human Body, and Home-making; and an extensively annotated list of nonsexist resource materials.

Supplementary materials for Teachers, Parents, and Students

Feminist Resources for Equal Education, P.O. Box 3185, Framingham, Mass. 01701.

Included are sixteen pictures of women in a wide variety of nonstereotypic roles. Unusual roles are shown (e.g., milkwoman, architect, mechanic), along with the more obvious (letter carrier, school crossing guard). Cost, approx: \$4.

The following materials are available through the Women's Action Alliance, 370 Lexington Ave., New York 10017 (for all, add \$1 for shipping):

- "Community Careers" (flannel board, multiethnic figures; \$5)
- "My Family Play People" (cutout figures of black and white family groups; \$6)
- "Our Community Helpers Play People" (cutout male and female figures in a variety of roles; \$6)
- "People at Work" (24 black-and-white photos of men and women in largely nonstereotypic jobs; \$6)
- "Play Scenes Lotto" (photos of girls and boys in active play; \$3.50)
- "Resource Photos of Men in the Nurturing Role" (\$4)

The following groups publish bibliographies of nonsexist books for children (all listings are age-graded):

American Association of University Women, Boulder, Colorado, Branch Books with Options; \$1.50. (1056 Columbia Pl., Boulder, Colorado 80303).

Child's Play, 226 Atlantic Ave., Brooklyn, N.Y. 11201 (25¢ plus stamped, self-addressed envelope)

Cornelia Wheadon Task Force on the Socialization of Children, Women's Liberation Center, 2214 Ridge Ave., Evanston, Illinois 60202.

Education Task Forces of Professional Women's Caucus, Westchester and National Organization for Women, 424 Pelham Manor Rd., Pelham Manor, New York 10803 (50¢).

Enid Davis. *The Liberty Cap: A Monthly Guide to Current Nonsexist Children's Book and Resources*, \$4 for 6 mos. (1050 Newell Rd., Palo Alto, California 94303).

Feminist Book Mart, *Girls and Boys Together* (162-119th Ave., Flushing, New York 11357).

Feminist Press, Box 334, Old Westbury, New York 11568 (1976 catalog available).

Feminists on Children's Media. *Little Miss Muffet Fights Back*. (P.O. Box 4315, Grand Central Station, New York, New York 11017).

Lollipop Power, Inc. *Nonsexist Books for Children*; send stamped, self-addressed envelope).

Xerox Corp. *School Library Journal*, (Jan. 1972).

Teachers, Parents, Students Store. *Learn me*, (642 Grand Ave., St. Paul, Minnesota 55105).

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